


## Thematic Module 7A



# Under the Magnifying Glass



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# Thematic Module 7A

## Under the Magnifying Glass

### Day 1 to Day 9



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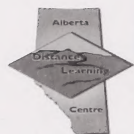
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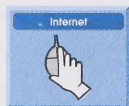
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Alberta Learning, <http://www.learning.gov.ab.ca>
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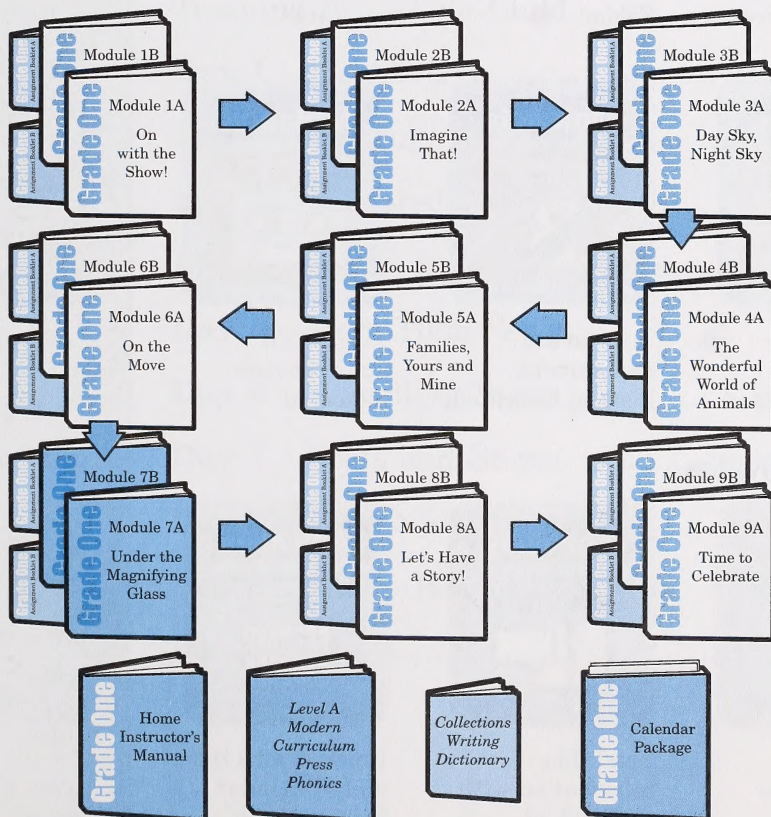


## Course Overview and Basic Components

Welcome to the Grade One Thematic program.

The booklet you are presently reading is called a Student Module Booklet. It will take you through the course and show you, step by step, what to do with the student and how to do it. The activities you do will prepare the student for the assignments.

Grade One Thematic contains nine modules, each divided into two booklets, A and B. Each module has two Assignment Booklets, one for each of the A and B Student Module Booklets. The module you are working on is highlighted in a darker colour. The four other basic course components—a Home Instructor's Manual, a *Level A: Modern Curriculum Press Phonics* book, a *Collections Writing Dictionary*, and a Calendar Package—are also highlighted.

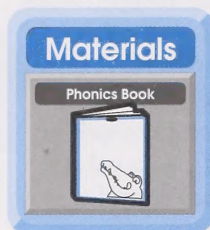




## Visual Cues

Throughout the Grade One Thematic program, you will find visual cues that indicate a material needed or a type of activity. Read the following explanations to discover what each icon prompts you to do.

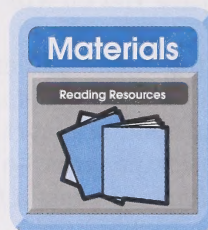
### Icons: Materials



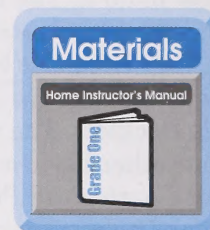
Turn to the  
*Level A: Modern  
Curriculum Press  
Phonics* book.



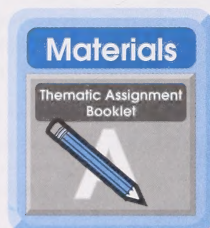
Place an item in  
the Student  
Folder.



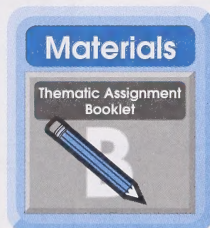
Turn to the  
reading resource  
indicated.



Turn to the Home  
Instructor's Manual  
for further  
information.



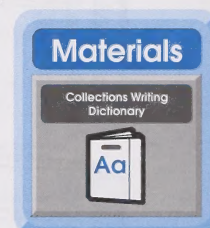
Turn to the  
Assignment  
Booklet indicated.



Turn to the  
Assignment  
Booklet indicated.

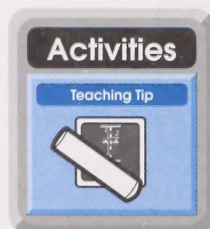


Turn to the  
audiocassette  
indicated.

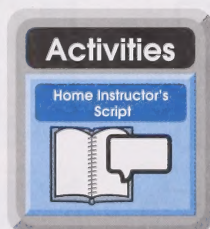


Turn to the  
*Collections Writing  
Dictionary*.

### Icons: Activities



Read this  
information to  
yourself.



Read this  
information with  
the student.



Proceed with the  
daily Calendar  
Time activity.



Access the Internet for  
the student. (This activity  
is always optional.)



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# Module 7 Overview

## Under the Magnifying Glass



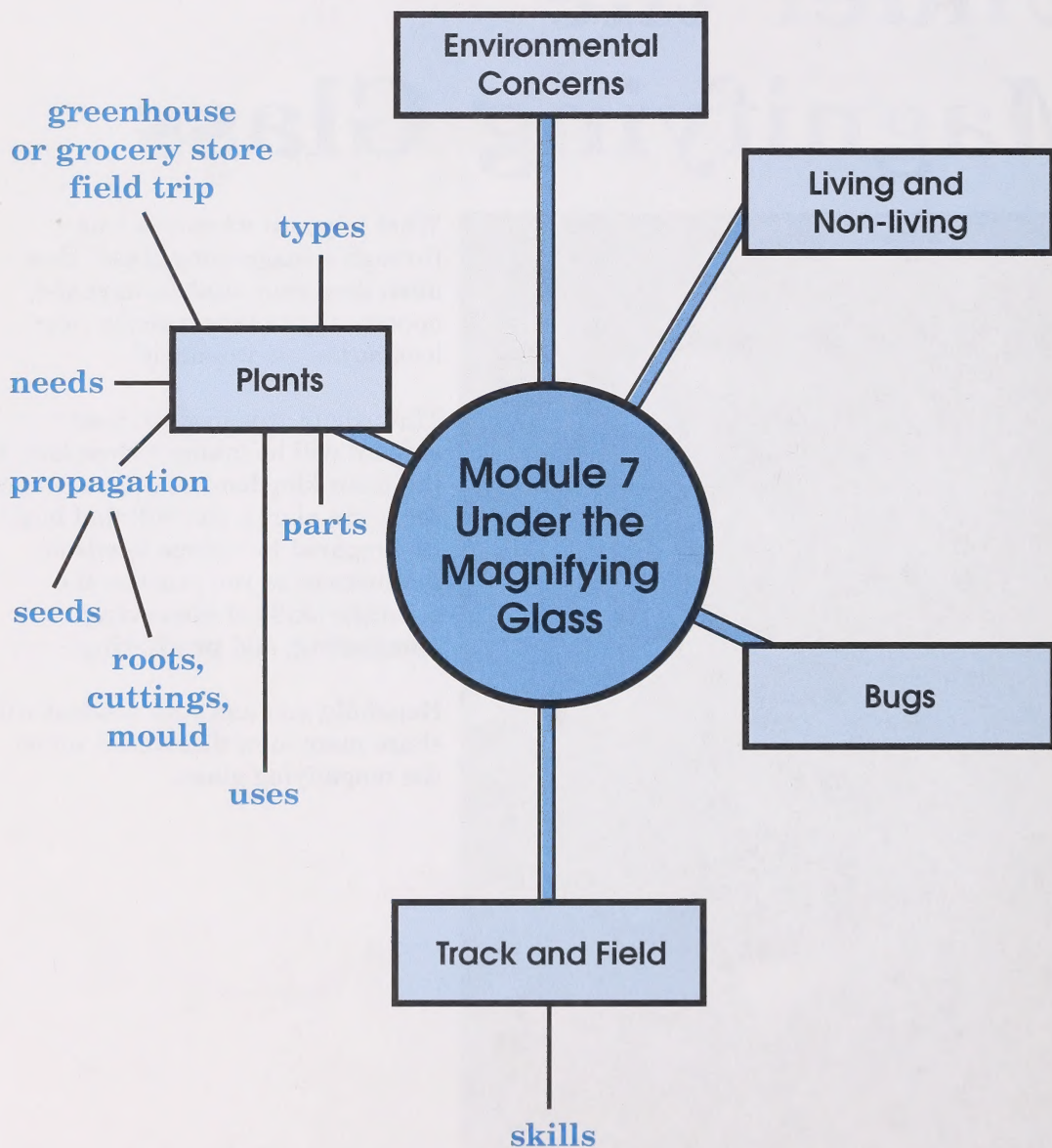
What happens when you look through a magnifying glass? How often does your student have the opportunity to take a really close look at the environment?

Throughout this module, your student will be taking a close look at the plant kingdom. Of course, where there are plants, you will find bugs! Be prepared to become hands-on researchers as you practise the scientific skills of **observing**, **comparing**, and **predicting**.

Hopefully, you and your student will share many new discoveries under the magnifying glass.

## Module Web Chart

This chart highlights the main thematic topics for this module.





## Module Skills and Concepts

Module 7A meets many curriculum objectives while building on the child's enjoyment and appreciation of science. This thematic program of studies is an integrated program, which means that you will find objectives from one subject often relating to, or overlapping, those of another subject. Although the focus of this module is on science, many health and life skills, language arts, and art objectives are fulfilled.

These types of connections between various parts of the program make learning easier, more enjoyable, and more meaningful to the student. The goals and topics listed below are only a sample of the total educational package included in Under the Magnifying Glass.

### Language Arts Skills

- **Reading**—comprehending; using syllabication; reading for information; predicting; reading with expression; using illustrations for information; using a variety of strategies to read; sequencing a story or experience; retelling a story; reading for details; visualizing; recognizing story elements, such as characters, setting, problem, and solution
- **Writing**—writing stories and poetry using a pattern; using descriptive words in a story; editing and proofreading; recording factual information; writing riddles; labelling diagrams and real objects; writing lists; telling about ideas and experiences; writing a report based on gathered information; using capital letters and periods correctly
- **Speaking**—increasing speaking vocabulary (descriptive words, science vocabulary); speaking in a clear voice with appropriate volume; presenting ideas and information to a familiar audience; generating and contributing ideas in discussions; making observations about activities and experiments; asking questions to get information about a topic
- **Listening/Viewing**—following directions; listening for details and information; listening to determine the sequence of events; viewing illustrations, charts, and diagrams for information
- **Printing**—printing words and sentences; forming letters correctly
- **Phonics**—reviewing consonant blends, long vowel combinations, word endings, and consonant diagraphs; introducing syllabication, silent letter combination **kn**, and word endings **-ck**, **-nk**, **-lk**, and **-ng**

- **Spelling**—mastering the spelling words **on, are, were, by, my, and or**
- **Sight Words**—mastering the high-frequency words **because, thing, things, same, different, words, work, word, before, after, been, than, old, new, called, most, right, left, know, and through**

## Other Subject Skills

- **Science**—developing the skills of observation, prediction, classification, and comparison; recording results; experimenting with plants; analysing and interpreting data; drawing conclusions; tracking changes in the environment; continuing to develop an awareness of the senses and how they are used; learning about living things and what they need to live and grow
- **Drama**—performing readers’ theatre; mimicking the movements of small creatures; developing flexible, free, and controlled movement; learning to express ideas physically and imaginatively through movement and gesture; recognizing and reproducing the sounds of standard speech; learning about pitch, pace, pause, rate, intensity, and volume; speaking with an appreciation of the voice as an instrument; accepting role-playing as a positive learning experience; speaking with energy; developing appreciation and enjoyment of literature; developing the ability to originate a dramatic story
- **Visual Arts**—demonstrating skill in painting; using tints and shades; using print-making techniques; using drawing techniques to present a roll “movie”; designing a mobile; creating a bug model; noticing that things have common features; assessing the use or function of things; developing decorative styles; representing surface qualities of objects and forms; adding finishing touches
- **Music**—keeping the beat; chanting; distinguishing environmental sounds; miming animals and other sounds; performing simple action songs and singing games; experiencing singing alone and in a group
- **Health and Life Skills**—learning to consider and appreciate one’s self-worth; learning the benefits of sharing; classifying food into food groups; identifying healthy, nutritional habits; setting goals in calendar skills



- **Physical Education**—performing movement skills through a variety of activities; demonstrating ways to receive, retain, and send an object; using a variety of body parts and implements; understanding, experiencing, and appreciating the health benefits that result from physical activities; demonstrating ways to improve personal growth in physical abilities; experiencing and improving continued frequency of involvement in cardio-respiratory activities; recognizing personal abilities while participating in physical activity; identifying and demonstrating respectful communication skills appropriate to context; displaying a willingness to play co-operatively with others; moving safely and sensitively through all environments

## Technical Skills (optional)

- **Information and Communication Technology**—accessing, using, and communicating information from a variety of technologies; identifying techniques and tools for communicating, storing, retrieving, and selecting information; and creating original text, using word-processing software, to communicate

**Note:** Students are not expected to master all of these concepts and skills at this time, but will work toward mastery throughout this module and the other modules in the program.

## Module Materials

### Books

- *Collections: Under My Hood*
- *Collections Writing Dictionary*
- *Dive In* (Nelson)
- *Jump In* (Nelson)
- *Level A: Modern Curriculum Press Phonics*, pages 283-289
- *Slide In* (Nelson)

### Audio and Video Resources

- *10 Carrot Diamond* by Charlotte Diamond (audiocassette)
- *10 Crunchy Carrots* by Charlotte Diamond (optional videocassette)
- *Classics for Children* by Boston Pops Orchestra (optional compact disc)
- *The Orchestra* narrated by Peter Ustinov (audiocassette)
- *The Orchestra* narrated by Peter Ustinov (optional videocassette)

## General Supplies

Certain basic school supplies, such as pencils, paper, glue, and scissors, are required on a regular basis throughout the Grade One program. Prepare a box containing these materials for use during the Thematic program and the Grade One Mathematics program, if your student is registered in that course also. These general supplies are outlined on the Master List of Required Materials.



### Materials

Home Instructor's Manual



See the Master List of Required Materials in the Home Instructor's Manual for further information.



## Student Folder

### Materials

Student Folder



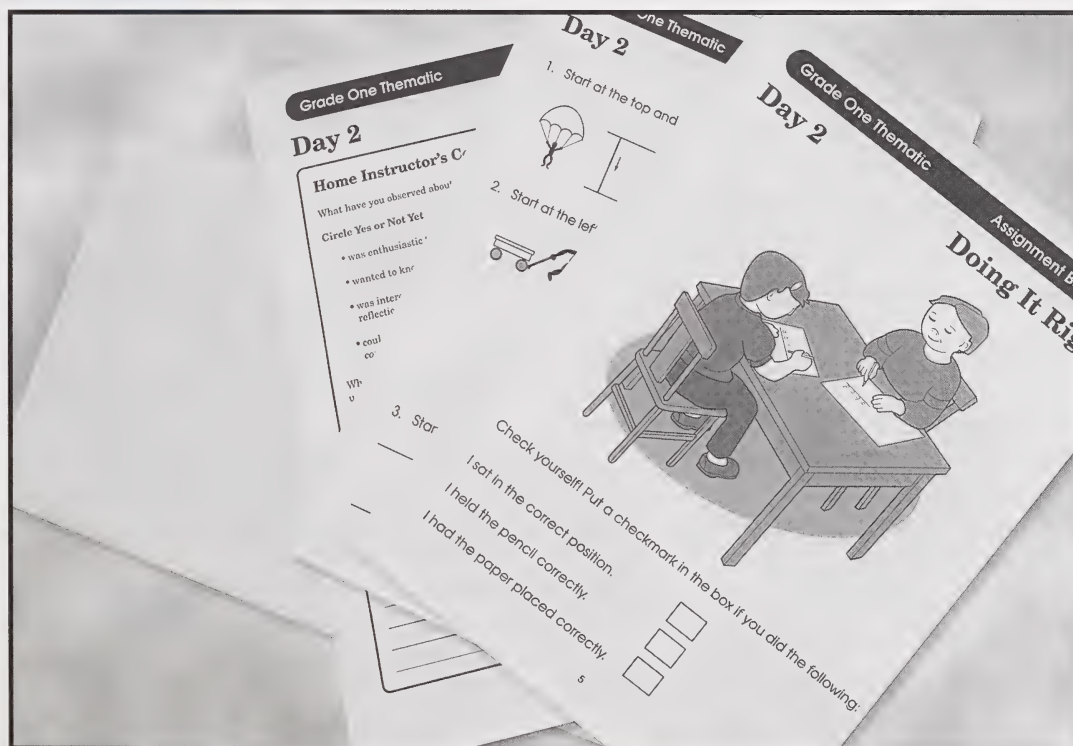
Place completed items in the Student Folder when you see this icon. On Day 9 and Day 18 of each module, you will find a checklist in the Assignment Booklet to help you compile items for submission to the child's teacher. The teacher will let you know when to provide these items for marking.

### Materials

Home Instructor's Manual



**Note:** The Student Folder is not included with the basic course components. Refer to the Home Instructor's Manual for information on the Student Folder.



## Additional Resources

The basic reading resources that students need are provided. You could extend these with additional resources from a public or school library. Listed below are theme-related resources that would enrich this module.

A trip to the library in search of extra materials might be a delightful beginning to your module. In addition, you could investigate many games and computer programs on the market that may enhance the student's learning opportunities.

You may also have books and resources in your home that would be useful in a study of plants and bugs. A useful resource for pictures of plants is a seed catalogue. It would be beneficial to have access to a few different catalogues, including some that the student can cut pictures from.

### Fiction Books

#### Bugs

*The Alphabet Tree* by Leo Lionni  
*Amanda's Butterfly* by Nick Butterworth  
*The Grouchy Ladybug* by Eric Carle  
*If at First You Do Not See* by Ruth Brown  
*Ladybird Ladybird* by Ruth Brown  
*The Very Busy Spider* by Eric Carle  
*The Very Hungry Caterpillar* by Eric Carle  
*The Very Lonely Firefly* by Eric Carle  
*The Very Quiet Cricket* by Eric Carle

#### Conservation

*The Great Kapok Tree: A Tale of the Amazon Rain Forest* by Lynne Cherry  
*The Lorax* by Dr. Seuss  
*Miss Rumphius* by Barbara Cooney  
*Rain Forest* by Helen Cowcher

#### Plants

*The Biggest Pumpkin Ever* by Steven Kroll  
*The Carrot Seed* by Ruth Krauss  
*Flowers* by Gallimard Jeunesse and Pascale De Bourgoing

*Fruit* by Gallimard Jeunesse and Pascale De Bourgoing  
*Growing Vegetable Soup* by Lois Ehlert  
*A Handful of Seeds* by Monica Hughes  
*Harvest Song* by Ron Hirschi  
*Inch by Inch: The Garden Song* by David Mallett  
*In My Mother's Garden* by Melissa Madenski  
*In the Woods: Who's Been Here?* by Lindsay Barrett George  
*I Spy in the Garden* by Richard Powell  
*The Ivy* by Christine Dale  
*The Plant That Ate Dirty Socks* by Nancy McArthur  
*One Bean* by Anne Rockwell  
*Planting a Rainbow* by Lois Ehlert  
*Plants That Never Ever Bloom* by Ruth Heller  
*Pumpkin Pumpkin* by Jeanne Titherington  
*Red Leaf, Yellow Leaf* by Lois Ehlert  
*The Rose in My Garden* by Arnold Lobel  
*A Seed Is a Promise* by Claire Merrill  
*Vegetable Garden* by Douglas Florian  
*Willie's Garden* by Myra McGee



## Non-Fiction Books

### Bugs

- Bees* by James E. Gerholdt  
*Bugs* by James E. Gerholdt  
*Butterflies* by James E. Gerholdt  
*Insects and Spiders* by Janet VanCleave  
*The Kids Canadian Bug Book* by Pamela Hickman  
*The Magic School Bus Gets Ants in Its Pants: A Book About Ants* by Joanna Cole  
*The Magic School Bus Inside a Beehive* by Joanna Cole  
*Moths and Butterflies* by Dave Beaty

### Plants

- Bean and Plant* by Christine Back  
*How Seeds Travel* by Cynthia Overbeck  
*The Kids Canadian Plant Book* by Pamela Hickman  
*Linnea's Windowsill* by Christina Bjork and Lena Anderson  
*The Magic School Bus Plants Seeds: A Book About How Living Things Grow* by Joanna Cole  
*Plants and Seeds* by Colin Walker  
*The Reason for a Flower* by Ruth Heller  
*The Red Poppy* by Irmgard Lucht  
*A Seed Grows: My First Look at a Plant's Life Cycle (My First Look at Nature)* by Pamela Hickman  
*Seeds* by Terry Jennings  
*The Tiny Seed* by Eric Carle

## Videocassettes

### Bugs

- National Geographic's Backyard Bugs.*  
15 min. Available through Access.

## Interdependence of Plants and Animals

- Interdependence of Plants and Animals.*  
16 min. Produced by Robert B. Mansour, distributed by Ethos. 1998.  
*The Multimedia Bug Book.* Workman. 1995.  
*Plants and Animals Depend on Each Other.*  
12 min. The Magic Lantern Video Collection. Oakville, Ontario: Magic Lantern Communications Limited. 1993.

### Plants

- 10 Crunchy Carrots.* 30 min. Charlotte Diamond. Hug Bug Music Inc.  
*Learn About Plants.* Learningways Incorporated. 1995.  
*Let's Explore Plants.* 15 min. The Magic Lantern Video Collection. Oakville, Ontario: Magic Lantern. 1993.  
Communications Limited in association with General Learning Video.  
*The Magic School Bus Goes to Seed.* 30 min. Scholastic Incorporated. Distributed by Kid Vision, a division of Warnervision Entertainment. 1995.  
*What Is a Plant?* 10 min. From the series *Learning About Plants.* Produced by Robert B. Mansour, distributed by Ethos. 1998.

## Periodicals

- Chickadee.* Young Naturalist Foundation.  
53 Front Street East, Toronto, Ontario.  
*Owl.* Young Naturalist Foundation.  
53 Front Street East, Toronto, Ontario.  
*Ranger Rick.* National Wildlife Federation.  
1412-16th Street, SW, Washington, DC, 20036.

## Internet Websites (optional)

Please note that Internet websites are subject to constant change. Resources noted in this module can be accessed by using a search engine and keying in the name of the source. It is always in your best interest to monitor your child's use of the Internet carefully.

Throughout this module you will find some of these websites referenced on the days where they are best suited. These sites contain a variety of information and suggestions for many alternate activities.

### Online Experiments

Animal or Plant?, Being Alive, or Making a Sponge Garden

<http://www.reachoutmichigan.org>

At this site, click on Lessons and then Early Elementary for topics such as Animal or Plant?, Being Alive, Making a Sponge Garden, and much more.

Gardening Ideas

<http://aggie-horticulture.tamu.edu/tamuhort.html>

At this site, click on Just for Kids and then Kindergarten area for a variety of activities.

### Additional Sites

The Great Plant Escape

<http://www.urbanext.uiuc.edu/gpe/gpe.html>

Online Stories

<http://www.geocities.com/EnchantedForest/Tower/1217/reading.html>

## Websites Relating to Module Days

### Day 1

Lesson #2: Plants Are Living!

<http://www.acs.ucalgary.ca/~smzess/edts325/tami/living1.html>

### Day 6

Seed Dispersal

[http://www.units.muohio.edu/dragonfly/itb/seed\\_experiments.htmlx](http://www.units.muohio.edu/dragonfly/itb/seed_experiments.htmlx)

### Day 8

Use a search engine and key in the words *Plants and Our Environment* to access various sites.

A Friendly Flower

<http://www.education.com/common/resources/1p/sci/980302ks.html>

### Day 9

What Do Plants Need?

<http://www.education.com/common/resources/1p/sci/971110ks.html>

### Day 17

Links to environmental sites

<http://www.epa.gov/kids/index.htm>





Social

Physical

Intellectual

Creative

Emotional

Teaching the Whole Child

# It's Alive!

Your student will begin the module by recalling what he or she knows about living things. In Module 4B your student was introduced to the idea of living and non-living things. Today the child will have the opportunity to extend and clarify knowledge of this concept.

A close look at objects around your home and yard will provide many items to identify and label during today's activities.

Your student will begin to learn more about the wonder of growth by preparing some seeds for planting. Over the next several days, observations of these seeds will be made.





## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- current month's calendar
- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- Printing Practice notebook
- Thematic Assignment Booklet 7A
  - Day 1: Printing Long a Words
  - Day 1: Signs of Life
- “What Bugs Do” in *Slide In*

### Music and Movement

- notebook

### Silent Reading

- books, magazines, or other favourite reading material

### Math Time

- See Mathematics Module 7, Day 1.

### Project Time

#### Project 1: Bean Seeds

- bean seeds
- small bowl
- water
- popcorn kernels (optional)
- Thematic Assignment Booklet 7A
  - Day 1: My Bean Seed

#### Project 2: Posters

- magazines to cut up

### Let's Look Back

- Thematic Assignment Booklet 7A
  - Day 1: Learning Log

### Story Time

- mutually chosen reading material

## Activities

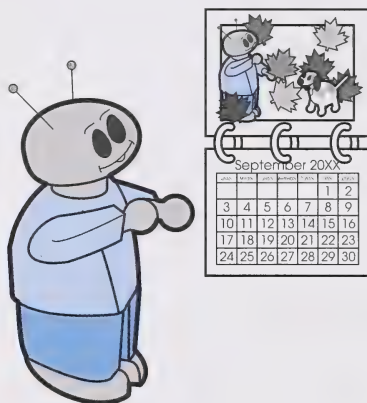
### Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

If this is the beginning of a new month, take out a blank calendar page and help the child print the name of the month and the numbers to date. Draw a picture for the month. The drawing could be related to the current theme or it may be seasonal.



Help the child post the new calendar in the learning area.

If it is not the beginning of a new month, follow your usual Calendar Time routine and prepare a new month's calendar on the first school day after the month changes.

Your student will be constructing a weather graph on Day 18 of this module. If you and your student have completed previous modules in this program, continue to use the weather key you have created.

If this is your student's first module, decide on a symbol for each type of weather. Refer to the Additional Calendar Activities in the Calendar Package for examples of weather symbols.

## Materials

Thematic Assignment Booklet



## Focus for Today

Today's focus is on the student's ability to **classify things as living or non-living**. Preview the Day 1: Learning Log in Thematic Assignment Booklet 7A.



## Language Arts

**Time recommended: 35 minutes**

### Word Study

At the end of the previous module, you removed the words from the New Word Box and from the child's personal word bank. From these index cards, you made two flip books on rings:

- One contains white index cards with theme-related and personal-interest words.
- One contains coloured index cards with high-frequency words.

Keeping the cards separate allows the student to focus on mastering the high-frequency words printed on coloured cards. From time to time, review the cards in the ringed booklets, with the major emphasis on the coloured cards—the high-frequency words.

Today you are starting a new set of words for this module. In this way, your student's sight vocabulary will continue to increase.

Ask the student to choose two new words to learn. The words could be related to the module or they could be of personal interest. Print these words on white index cards.

Help your student learn to read the words by doing some or all of the following activities:

- On the chalkboard or a piece of lined paper, print a short sentence in which the new word has been replaced by a blank line. Ask the student to print the new word on the blank and then read the sentence aloud.

- Print the chosen word on unlined paper and study the individual letters. The following points will help your student in this study:
  - Say the word slowly, emphasizing the sounds. Draw a box for each sound segment. An example is shown.



Encourage the student to say the word slowly and then record the letter that matches any known sound. Ensure that the sound goes in the correct box. Help whenever necessary.

- Have the student print the new word on a strip of paper and cut out each letter separately. Use the scrambled letters to reassemble the word.
- Make a list of words that rhyme with the new word.
- Form the word with magnetic, plastic, or cardboard letters.



Using magnetic, plastic, or cardboard letters to form a word can help a child focus on the letters and word parts. Manipulating the letters adds a kinesthetic or movement element to the activity. Some children learn better this way. It also makes it easy to change a letter to make rhyming words.





## Materials

Collections Writing Dictionary



## Materials

Home Instructor's Manual



Make sure your student adds any new words to the *Collections Writing Dictionary*.

For additional suggestions on teaching word recognition, refer to Word Study Teaching Notes in the Appendix of the Home Instructor's Manual. You may find it helpful to post the chart in your learning area.

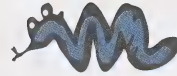
## Phonics

Today your student will review the **long a** sound created when a word ends with **super e**. Remind your student that a long vowel always says its own name.

Ask the child to listen for the "long a" sound in the following words:



lake  
skate  
snake  
plate



Your student should repeat each word after you, emphasizing the "long a" vowel sound.

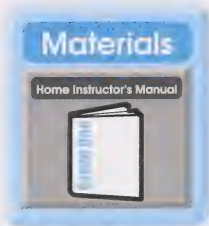
Say the following groups of words slowly, asking the child to raise a hand when the "long a" sound is heard.

- cap, rat, rake
- plant, plate, bug
- cape, sun, treat
- ball, sun, cake
- cane, bat, glass
- tree, gum, gate

Tell your student to look around the learning area or walk around inside the house and point out items which have the "long a" sound. Some objects you may see are a radio, a table, a tape, a cake, and a nail.

## Printing

Choose three of the **long a** words discussed during Phonics that have a **silent e** at the end. Dictate these words to your student one at a time, and ask that the words be written neatly and independently in the Printing Practice notebook. Remind your student that although you do not hear the letter **e** at the end of the word, it is necessary to write it to make the vowel say its name.



Review the Points for Printers chart from the Appendix of the Home Instructor's Manual if necessary.



Turn to Day 1: Printing Long a Words in Thematic Assignment Booklet 7A. Follow the given directions.

## Music and Movement

**Time recommended: 10–15 minutes**

Challenge your student to look for living things in the environment. If the weather is favourable, this would be a great time to venture outside for some fresh air and exercise. Carry a notebook to keep track of your student's discoveries. Encourage the child to go **over**, **under**, **around**, **through**, **behind**, **in front of**, **between**, **on**, **in**, and **across** to find things that are alive.

Before venturing out on your observation walk, discuss and monitor safety rules and signs. Discuss respect for the rights and property of others.





## Language Arts

**Time recommended: 60 minutes**

### Reading

#### Materials

Reading Resources



#### Activities

Home Instructor's Script



Have your student take out the book *Slide In* and turn to the table of contents. Ask the child to find the title of the story that begins on page 35. Your student could read the title independently or you could move your finger below each word as you read it out loud. Then, have your student turn to the story.

Once found, lead the discussion using the following questions:

What do you think this story will be about?

Name some living things you think you will find in this story.

If the child is a confident reader, encourage him or her to read this story independently. If not, take turns reading the pages.

The following script suggests places you can pause in your reading to encourage predictions and observations about the story.

After reading page 35, ask the following questions:

What two things did the caterpillar do that prove it is a living thing? (It crawled and it ate.)

Look closely at the caterpillar and the leaf.  
(Use a magnifying glass if you have one.)

Tell me what you see.



Read pages 36 and 37. Turn to page 38 and cover the print. Use the following script to lead the discussion:

Before we read this page, what do you think the author will write about the ant?

(It is very strong. It can carry big loads.)



After finishing the story, open Thematic Assignment Booklet 7A and turn to Day 1: Signs of Life. Encourage your student to complete the chart independently. Remind the student to look for correct spelling in available sources, rather than just asking you how to spell words. In this case, referring to the story "What Bugs Do" will help with the spelling of the difficult words.



### Enrichment (optional)



The following websites contain more information about living and non-living things. You and your student may also wish to explore the differences between plants and animals using the following Internet sites:

- Lesson #2: Plants Are Living!

<http://www.acs.ucalgary.ca/~smzess/edts325/tami/living1.html>



- Animal or Plant? and Being Alive

<http://www.reachoutmichigan.org>

At this site, click on Lessons and then Early Elementary for the topics Animal or Plant? and Being Alive.



### Writer's Workshop

Begin today's discussion by using the following questions to find out what the student recalls about living things.

What do you know about living things?

(They grow, need food, can **reproduce**, and can die.)

Are animals living things? (yes)

How do you know?

Are plants living things? (yes)

How do you know?

Can you think of some things that are not living? (rocks, other natural objects, any manufactured object)

**reproduce:** to produce new individuals of the same type

Take time to discuss examples of living and non-living things. Challenge your student to explain why each one is living or non-living.

**non-living:** refers to things that are not alive

Divide a sheet of unlined paper in half down the centre. Put the headings **Living Things** at the top of one column and **Non-Living Things** at the top of the other. Your student will make a list of living and non-living things on this sheet. Give help as needed. Pictures as well as words may be used for this chart.

Living Things	Non-Living Things
grass	cup

When the student has completed the chart, ask that it be read to you. Discuss any objects your student was unsure how to classify.



Remember to note your student's full name and M7D1 on the back of the chart. Place it in the Student Folder.

When the teacher returns this chart, place it in the student's chart binder.





**Enrichment (optional)**

Make a book about plants that are used for food, using the pattern from the story “What Bugs Do.”

Begin the activity by using the following dialogue:

Earlier today you read a story about bugs and we talked about how you know bugs are living things.

Plants are living things too. How are plants important to us?

Use the following script to discuss with your student that plants are an important food source for humans.

Did you know that we eat many plants for food?

Can you think of some plants or parts of plants that we eat?

Fruits, vegetables, and grains come from plants.

Things like canola oil, maple syrup, bread, and sugar are made from plants.

People need to eat fruits, vegetables, and grains to be healthy.

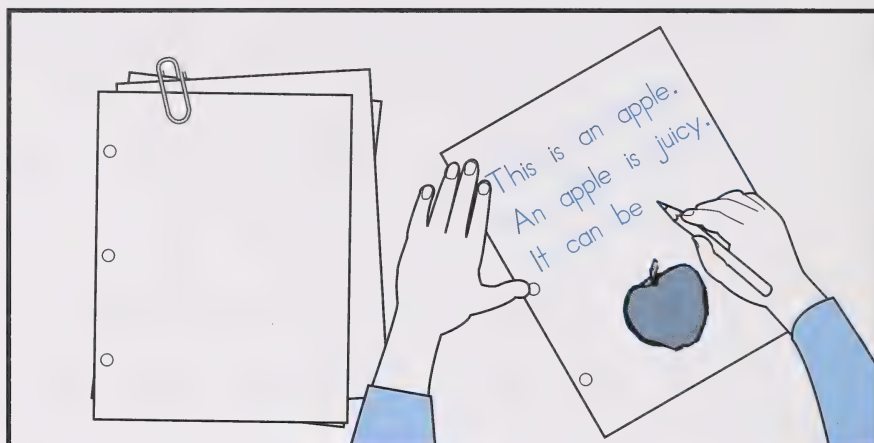
Fruits, vegetables, and grains provide our bodies with important nutrients and vitamins.



## Day 1 • It's Alive!

Jot down the names of fruits, vegetables, or grain products on a piece of paper or chalkboard.

Ask your student to choose at least four foods to write about, using the pattern from the story. Have the student write about each food on a separate sheet of blank paper and then illustrate it.



Use these sentence beginnings. Think of different words to describe each food, such as **juicy** or **delicious**.

This is \_\_\_\_\_.

A(n) \_\_\_\_\_.

It can be \_\_\_\_\_.

When the writing is complete, ask the student to think of a title for the book and write it on a cover page, along with the word **by** and his or her full name. Add a blank page for the back cover.

Staple the book together and have the student read it to you. Help as necessary.

**Now would be a good time to head  
to the refrigerator to find  
something good to eat.**



## Silent Reading

**Time recommended: 5–10 minutes**

If you have had time to gather some of the books recommended in the list of additional resources, your student may enjoy reading this exciting material. Encourage the reading of personal favourites as well.



## Math Time

**Time recommended: 45 minutes**

If your student is registered in the Grade One Mathematics program that accompanies this Thematic program, he or she is encouraged to work on mathematics each school day. Proceed with Mathematics Module 7, Day 1 activities now.

If your student is not registered in the Grade One Mathematics program, then proceed with the activities that follow.

### Project Time

**Time recommended: 45 minutes**

The student should complete both projects. In the first project, your student will prepare some bean seeds for planting. These seeds will be used for future projects and activities.

The second project will give additional practice with identifying and classifying living and non-living things.

#### Project 1: Bean Seeds

Tell the student that several experiments with plants will be done over the next few days and that he or she will be **observing** what happens to the plants and **recording** the results of the plant activities. Remind your student that when scientists observe an object, they describe it using their senses. Today the student will use his or her sense of touch to verbally describe a bean seed.

Have the student close his or her eyes. Give your student a bean seed and then use the following questions to encourage a description of the seed:

What does it feel like? (hard, smooth, cool)

What shape does it have?

What do you think it is?

Ask the student to open his or her eyes. Explain that the item is a bean seed if he or she did not guess correctly. Continue the discussion using the following script. Now the sense of sight will be used to observe the seed.

What colour is it?

What shape is it?

Is it living or non-living? (It is **dormant** now and not active, but it has the promise of becoming a living thing.)

dormant: resting or  
sleeping; not active



**Materials**Thematic Assignment  
Booklet

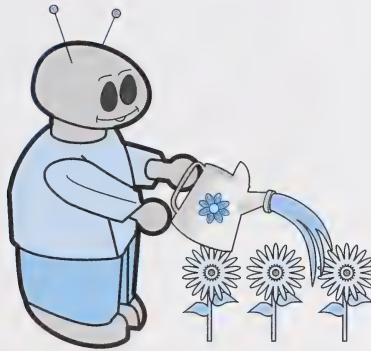
Remove the pages titled My Bean Seed from Thematic Assignment Booklet 7A. Staple the three pages together to form a booklet. This booklet will guide your student's observations of the growth of a bean plant. Post this booklet in the learning area so that your student can refer to it throughout the module.

Have your student draw a picture of the bean seed on the first page of the booklet in the space under the title. Explain that when the child holds a seed, he or she is holding a future plant.

Use the following script to explain:

Every seed has a secret inside.

As you watch the seeds, you will learn about the secret in a seed.



Now your student can count out 15 bean seeds and put them in a bowl of water. Set these seeds in a safe place. You will need some for Day 2. Be sure to save at least one unsoaked bean seed for Day 3.

**Enrichment (optional)**

Your student may also find it interesting to discover that popcorn kernels will grow, although not quite as quickly as bean seeds. If you choose to do this Enrichment activity, soak several popcorn kernels. When planting on Day 2, plant some popcorn kernels as well as bean seeds. This will provide the child with the opportunity to discover that different seeds grow at different rates. It is also interesting to think of popcorn as a seed!

### Project 2: Posters

- Step 1:** Enlist the student's help in gathering old magazines that can be cut.
- Step 2:** Tell the student to write **Living Things** at the top of one sheet of paper and **Non-Living Things** at the top of the other paper.
- Step 3:** Review the definition of living things: they grow, need food, can reproduce, and can die. Remind your student that plants and animals are living things. Refer to the list you prepared during Writer's Workshop this morning for ideas.
- Step 4:** Ask your student to cut out a variety of pictures from old magazines and glue them on the correct poster.

#### Activities

##### Teaching Tip

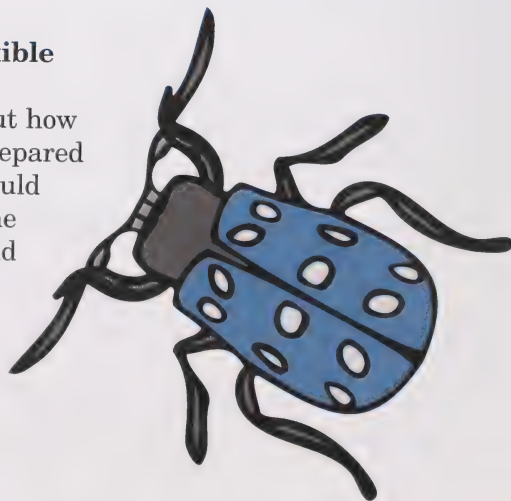


As your student classifies the pictures, some items may be confusing because they were living at one time. For example, a wooden chair was once a tree. When in doubt, always go back to the definition of living things. Ask your student these questions: Does it need food? Does it grow? Can it reproduce?

### Sharing Time

#### Time recommended: flexible

Your student could tell about how the bean seeds are being prepared for planting. The student could also share any discoveries he or she made about living and non-living things.



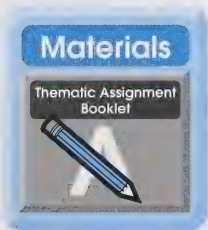
## Let's Look Back

**Time recommended: 10 minutes**

As you talk about the day's activities, ask the following questions to learn more about your student's knowledge of living and non-living things:

Name three living things and three non-living things in or around our house.

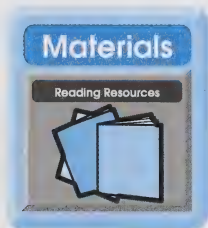
How did you know the bugs were alive in our story today?



Turn to Thematic Assignment Booklet 7A and complete the Day 1: Learning Log. Fill out the checklist and record your observations and comments.

## Story Time

**Time recommended: flexible**



There are many excellent choices of reading material listed in the Additional Resources. One book you may want to read is *The Rose in My Garden* by Arnold Lobel.

**You have now finished Day 1.**

**On Day 2 you will sow seeds to grow your own plants.**

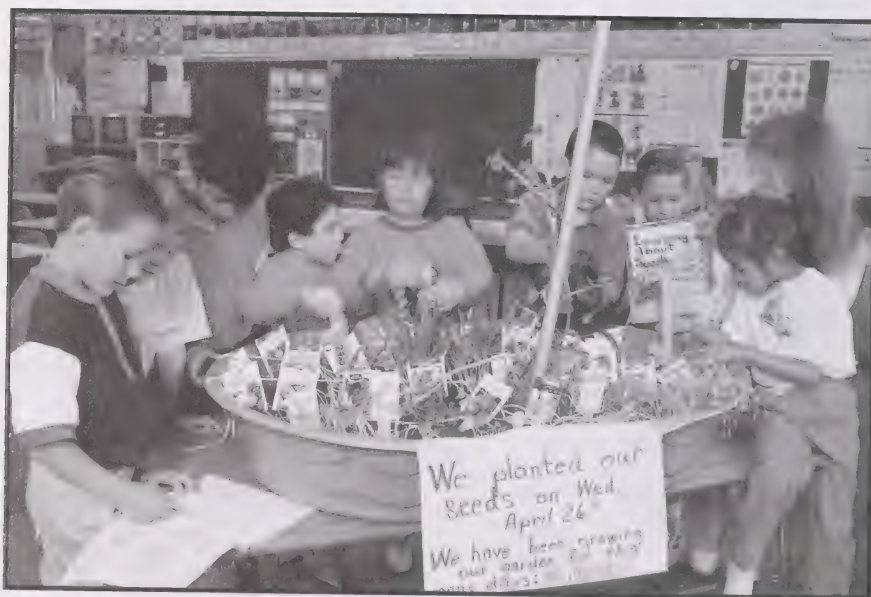


# Planting Seeds

Planting seeds and watching them grow is a very exciting activity for a child. In preparation for future lessons, your student will be planting seeds to be used in experiments.

In this module there are several experiments involving plants. The Day 2: Experiment Checklist, found in Thematic Assignment Booklet 7A, will help you and your student keep track of on-going activities.

As you work through the activities, you will see a small magnifying glass icon beside the experiments that are tracked on the Experiment Checklist.



## What You Need Today

### General Supplies

- box of required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 165 and 166
- “Jack and the Beanstalk” in *Dive In*

### Music and Movement

- area suitable for an obstacle course
- skipping ropes or other ropes
- large cardboard boxes
- ball, beanbags, plastic hoops
- empty plastic bottles

### Silent Reading

- books, magazines, or other favourite reading material

### Math Time

- See Mathematics Module 7, Day 2.

### Project Time

#### Activity 1: Planting Seeds

- soaked bean seeds (from Day 1)
- plastic bags, preferably sealable
- paper clips or old pencil
- soaked popcorn kernels (optional)
- clear plastic glasses
- soil
- glass jar
- paper towels or sponges
- 15 mL (1 tbsp) of household bleach

#### Activity 2: How to Plant a Seed

- strips of paper

#### Activity 3: My Bean Seed Booklet

- My Bean Seed Booklet from Day 1

#### Activity 4: Experiment Checklist

- Thematic Assignment Booklet 7A  
– Day 2: Experiment Checklist

### Let's Look Back

- Thematic Assignment Booklet 7A  
– Day 2: Learning Log

### Story Time

- mutually chosen reading material



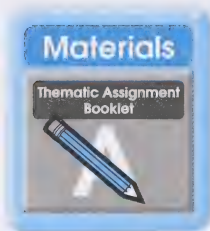
### Calendar Time

**Time recommended: 10 minutes**

Refer to the Calendar Package for suggested routines and activities. Remember to note the weather by having the student draw the appropriate symbol on today's date.

If your student still needs practice with days of the week, try this game. Scramble the Day of the Week cards. Remove one card and hide it behind your back. Hand the remaining cards to the child and then challenge your student to figure out which card is missing. Take turns figuring out the missing card.

### Focus for Today



The focus of today's Learning Log is on your student's **physical development**. The Learning Log questions relate to an understanding of action words and enjoyment of moving in a variety of ways.

### Language Arts

**Time recommended: 35 minutes**

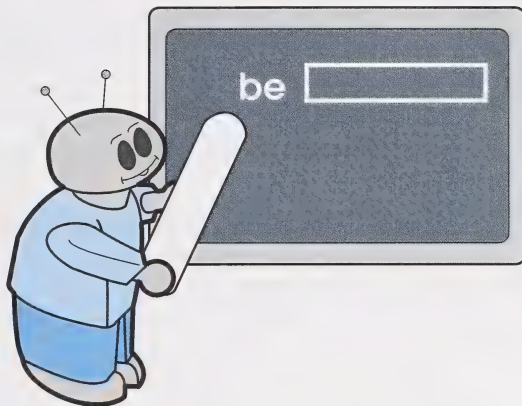
#### Word Study

Today your student will be presented with the high-frequency word **because**. Print this word on a coloured index card. If the word is recognized automatically, place the index card in the personal word bank.





If further teaching is required, print the word on the chalkboard or a piece of paper. Cover the ending of the word and ask your student to identify the small word at the beginning.



### Materials

Collections Writing Dictionary



After studying the word, place the index card for this word in the New Word Box. Also add the word to the *Collections Writing Dictionary*.

### Enrichment (optional)

Although spelling the high-frequency words is not required, a tip for helping your student spell the frequently used word **because** is to use the following sentence. The first letter of each word in this sentence spells the word **because**.

Bunnies eat carrots and usually see  
everything.

Your student could also choose one or two theme words to learn, such as **insect**, **plant**, **seed**, or **grow**. Print the student's chosen words on white index cards. Study the words with your child as outlined in Word Study on Day 1 of this module. Make sure any new words are added to the *Collections Writing Dictionary*.

### Phonics

Today's focus is again on the "long a" sound. Remind your student that with the "long a" sound, the **a** says its own name. Inform your student of today's focus by using the following script.

## Day 2 • Planting Seeds



Print the word **make** on the chalkboard or a piece of paper.

Read this word. (make)

How does the **a** sound in this word? (long a)

Do you know why the **a** in the word **make** says its own name? (The **super e** makes it say its name.)

Print the words **cane**, **same**, and **plane**. Have the student identify the letter **a** and the **super e** in each word. If necessary, draw an arrow from the **e** to the letter **a** to help the child remember.



Now print the words **day**, **say**, and **lay** on the chalkboard or on a piece of paper and ask the following questions. You will need to lead the student to realize that it is both the **a** and the **y** together that make the “long a” sound in these words.

Read the words **day**, **say**, **lay**.

Which letters together make the “long a” sound? (**a** and **y**)

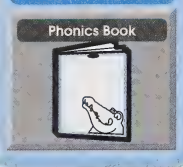


Remind your student that the letter **y** can be either a consonant or a vowel. In this case, it is acting as the second vowel in the vowel pair **ay**. Review the following generalization:

When two vowels go walking, the first one usually does the talking, and it says its own name. The second one says nothing at all.

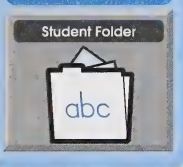
Continue your discussion of the “long a” sound using the words **pail**, **tail**, and **train**.

## Materials



On page 165 in *Level A: Modern Curriculum Press Phonics*, your student will read a short story containing many “long a” words. Read the story orally and then complete each sentence at the bottom of the page with a “long a” word. Mark this page and guide the student to make the necessary corrections. Re-mark the page in a different colour of ink.

## Materials



On page 166 your student will use the given “long a” words to write a story. Help your student read the words printed in the word box at the top of the page. Brainstorm some ideas of what the story could be about. Choose a title for the story and then begin to write.

When the pages are completed, place them in the Student Folder. Be sure that your student's full name and M7D2 are written on page 165.

## Printing

Divide a sheet of lined paper into three columns and write the headings **a** **with** **super e**, **ay**, and **ai** across the top. Explain to the student that these headings are the three most common ways of representing the “long a” sound.

a with super e	ay	ai
-------------------	----	----

Say each of the following words aloud and then have the student print it in the correct column.

face  
play  
race  
rain  
trail  
may

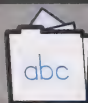
pail  
jail  
day  
same  
stay  
plate



## Day 2 • Planting Seeds

### Materials

Student Folder



If your student is uncertain about the spelling of a word or where the word should be placed, point to the correct column or assist with spelling strategies as needed.

Label the back of the chart with the student's full name and M7D2. Place the page in the Student Folder for submission on Day 9.

### Materials

Home Instructor's Manual



Refer to the Points for Printers chart from the Appendix of the Home Instructor's Manual for review of any skills your student is trying to improve.

## Music and Movement

**Time recommended: 10–15 minutes**

Set up an obstacle course that will encourage the use of large-muscle skills. This is an ideal outdoor activity, but if going outside is not possible, a large space indoors will be suitable. The materials listed on the What You Need Today page are suggestions for things you can use to create an obstacle course. You may not have all of these things on hand, so substitute other safe materials that you think would provide a challenge for your child. (Remember to consider your child's physical abilities when setting up physical activities.)

The following suggestions are possible activities for an obstacle course:

- Set large cardboard boxes on their sides for your student to tunnel through.
- Set up empty plastic pop bottles or other containers and have the child hop around them from left to right without knocking any over. If any are knocked down, your student must stop and set them up again before continuing.
- Place a rope on the ground and ask the child to step toe-to-heel on top of the rope.

- Have the student use the rope to skip five times. If the child misses, encourage him or her to try a few more times. Vary the goal to suit your student's abilities.
- Balance a beanbag on your student's head and have him or her walk to a designated spot and back. If the beanbag falls off, challenge the student to go back and try again.
- Have the student bounce a ball five times without missing, throw the ball in the air or through a hoop, or roll the ball to knock down empty pop bottles.

Vary the movements your child is to perform to get from place to place. Encourage rolling, jumping, hopping, crawling, leaping, and skipping. If your child is in a wheelchair, have him or her try to manoeuvre the wheelchair around obstacles.



Get your student to help you set up the obstacle course and decide where to start and finish. Discuss safe ways of moving through the course and decide on one.

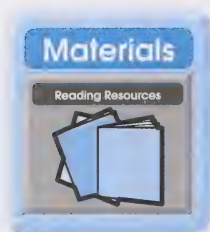
Once the obstacle course has been set up, practise going through it a few times. When the child is ready, time how long it takes to complete the course. After giving more time for practice, time your child again to see if the original record can be beaten.

Observe your student's ability to perform different movements and describe actions verbally.

### Language Arts

**Time recommended: 60 minutes**

#### Reading



Today your student will be reading the story “Jack and the Beanstalk.” Take out the book *Dive In* and have the child run a finger down the table of contents to find the title. Then ask your child to turn to the story. Help as needed.

Have your student look through the selection briefly. Discuss the fact that this story is written in the form of a play. Jack’s part will be read by the student. The remaining parts could be read by you or other family members.

Read the play together the first time to familiarize the child with the words. During the second reading, have each participant read his or her assigned part. Reinforce the idea that expression is very important when doing a play.

Discuss the play using the following questions as a guide:

Why was Jack’s mother so disappointed when Jack traded the cow for some beans?

(They had no money or food.)

Was Jack’s mother careful when planting the magic beans?

Do you think beans would grow if you just threw the seeds out the window? Why or why not?

Practise reading the play a third time and include some actions. This play could be practised and performed for family or friends during Sharing Time today or at a later date.



### Journal Writing

On Day 1 your student went on a search around your home and yard for living and non-living things. This search could be the topic for today's journal page.

Use the following script to guide the discussion:

On Day 1 you hunted for living and non-living things.

Can you remember some of the objects, plants, and animals that you found?

Would you like to write about what you discovered on your hunt?

If you kept track of your student's findings in a notebook, refer to it now. Your student could also choose to write about topics of personal interest.



When the journal writing is completed, have the child read it aloud to you. Label the back of the page with your student's full name and M7D2. Place this page in the Student Folder.

**It's lunch time now.**

**What kind of beans do you like to eat?**



### Silent Reading

**Time recommended: 5–10 minutes**

Remind your student that during Silent Reading, reading must be done quietly and independently. Gather reading material before beginning Silent Reading.



### Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 7, Day 2.

### Project Time

**Time recommended: 50 minutes**

Today's Project Time involves four activities. Complete all of the activities in the order given.

## Activity 1: Planting Seeds

The first activity involves preparing the seeds for future lessons.

**Note:** To prevent the seeds used in Steps 1 and 2 from becoming mouldy, add 15 mL (1 tbsp) of household bleach to 4.5 L (1 gallon) of water. Use this solution to moisten the paper towels (or sponge) your student needs for the experiments.

**Step 1:** Take three bean seeds out of the bowl of water and place them into a plastic bag with a moistened paper towel or sponge. Place a paper clip or a pencil inside the bag with the seeds. Seal the bag and set it aside for future activities.

**Step 2:** Take three more bean seeds out of the bowl of water. Moisten a paper towel or a sponge with the water and bleach solution. Put the paper towel or sponge around the inside edge of a glass jar. Put three bean seeds between the wall of the jar and the wet paper towel or sponge. Put about 3 cm of plain water in the bottom of the jar. You will have to check the jar periodically to make sure there is enough water to keep the paper towel or sponge moist. By putting the bean seeds in a glass jar, your student will be able to watch the different growth stages of the bean plant.

**Step 3:** Set out four to six small containers. It is best to use clear plastic glasses to allow your student to watch the bean's growth. Remember to make holes in the bottom of the glasses for drainage. Fill each glass with soil. Dig a small hole and place one bean seed close to the outside edge of the glass. Cover the seed with about 1 cm of soil. Plant four to six seeds in this manner. Put only one bean seed in each glass.



**Step 4:** Plant one of the remaining seeds in a container using very little soil. Plant another seed deep into the soil of another container. Your student will observe and compare the growth of the seeds in the containers.

**Step 5:** Water the soil and put the containers in a sunny window.

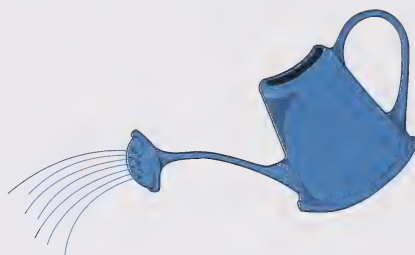


### Enrichment (optional)

If you have chosen to grow corn plants from popcorn kernels, plant these seeds at this time also.

### Activity 2: How to Plant a Seed

Your student will now write the steps for planting seeds on strips of paper. Help as necessary. Write each step on a separate strip of paper. Pictures can then be drawn to show the steps.



Review the steps for planting seeds with your student:

**Step 1:** Poke holes in the bottom of a clean container.

**Step 2:** Fill the container with soil.

**Step 3:** Dig a small hole for the seed to go in.

**Step 4:** Place the seed into the hole and cover it up carefully.

**Step 5:** Water the soil.

**Step 6:** Place the container in a sunny window.



When the child has completed the sentence strips and drawings, ask that they be arranged in order to form a chart. Glue the strips in place and add a title. Place the chart in the Student Folder.

Label the back of the chart with the student's full name and M7D2.

### Alternative Activity

Your student could use the computer to print the steps for planting a seed. These sentences can be printed, cut out, and glued onto chart paper. Illustrations can then be added.

### Activity 3: My Bean Seed Booklet

Take out My Bean Seed booklet that was begun on Day 1. Have the student write the date above the statement “I planted my bean seed on this date.” Your student can also draw a picture of how the newly planted bean seed looks.

Each day your student should check the plants to see when changes in the growth of the bean seed take place. These changes will be recorded on the pages of My Bean Seed booklet.

### Activity 4: Experiment Checklist

#### Materials

Thematic Assignment Booklet



To assist you and your student in keeping track of all of the experiments requiring monitoring for this module, it is suggested that you take out the Experiment Checklist found in Thematic Assignment Booklet 7A and post it in the learning area.

On this checklist, you will find the eighteen days of the module and a list of the experiments. The day each experiment begins is marked **start**. The days the experiments should be checked for water are marked **W**. Once the child has checked the experiments for moisture and given water to those needing it, trace over the letter **W**. This activity will serve as a reminder that the plants have been examined. The days the experiments will be dealt with directly in the module have been identified by a magnifying glass symbol (🔍).

### Sharing Time

#### Time recommended: flexible

Your student could choose, with your help, to perform the play “Jack and the Beanstalk.”

Family members may also enjoy hearing about the different things your student did with seeds today. The bag, jars, or containers may be displayed. Your student may also want to share the How to Plant a Seed chart.

### Let's Look Back

**Time recommended: 10 minutes**

Ask your student what was enjoyed most about today's lesson.



Did you enjoy moving through the obstacle course today?

What is your favourite way to move?

How long do you think it will be before your plant begins to grow?

Did you like reading the play? Did you like performing the play?

Who was your favourite character?

#### Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 7A. Find the Day 2: Learning Log. Remember to fill in the checklist and add your comments as well as your student's.



## Story Time

**Time recommended: flexible**

It is fun to share limericks with children because they contain such good rhythm and rhyme. Share the following limerick with your student or choose other related reading material.

**limerick:** a funny poem  
five lines long

### ===== A Young Farmer of Leeds =====

There was a young farmer of Leeds,  
Who swallowed six packets of seeds.  
It soon came to pass  
He was covered with grass,  
And he couldn't sit down for the weeds.



Do you know why seeds grow?  
Each seed contains  
a special secret.

You will find out what  
that secret is on Day 3.

# The Seed's Secret

Today your student will be taking a close look inside a seed. Your student planted seeds on Day 2 and knows that a plant grows from a seed. During today's lessons your student will extend his or her personal knowledge of how a seed grows by looking inside a seed.



Language Arts activities include a spelling pre-test, a poem about a seed, and a chart to record seed observations.

## What You Need Today

### General Supplies

- box of required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- Thematic Assignment Booklet 7A
  - Day 3: Spelling Pre-Test
  - Day 3: S Blends

### Music and Movement

- a watch with a second hand

### Silent Reading

- books, magazines, or other favourite reading material

### Math Time

- See Mathematics Module 7, Day 3.

### Project Time

- soaked bean seeds
- bean seeds that have not been soaked
- magnifying glass
- butter knife
- Thematic Assignment Booklet 7A
  - Day 3: Parts of a Seed
- corn kernels (optional)

### Let's Look Back

- Thematic Assignment Booklet 7A
  - Day 3: Learning Log

### Story Time

- mutually chosen reading material
- *A Seed Is a Promise* by Claire Merrill (optional)





### Calendar Time

**Time recommended: 10 minutes**

Proceed with your usual Calendar Time routine. In addition, have the student draw a weather symbol on today's date that matches the day's weather. Refer to the Enrichment Calendar Activities or the Calendar Time Teaching Notes found in the Calendar Package for supplementary activities.

### Focus for Today

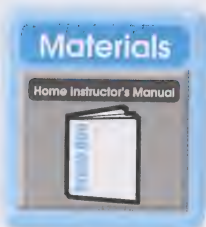


The focus today is on your student's ability to **spell words phonetically** (to sound them out). As the student is writing, pay special attention to the strategies used to spell unknown words. Preview the Day 3: Learning Log in Thematic Assignment Booklet 7A.

### Language Arts

**Time recommended: 35 minutes**

#### Spelling



Today you will pre-test your student on the six spelling words for this module. You are testing the student's ability to spell these words without having the opportunity to study them. If your student spells these words accurately, it is not necessary to spend more time on them.

Further spelling activities will be done on Day 5 with the words your student needs to study. Your student is expected to spell these words correctly in all future activities.

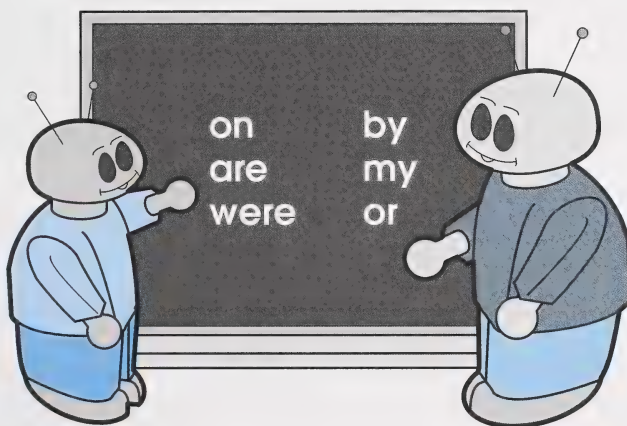


Ask your student to turn to Day 3: Spelling Pre-Test in Thematic Assignment Booklet 7A.

Use the following steps when giving the student the pre-test. Remember, do not let the student see the words first.

- Say the word.
- Say the word in a sentence.
- Repeat the word.
- Wait for the student to print the word on a line.

Test your student on the following spelling words:



## Enrichment (optional)

If your student already knows how to read and spell these words correctly, that's great! You can challenge your student to choose a few additional spelling words that suit the theme of this module or that are of personal interest.

## Phonics

A review of **s blends** is the focus in Phonics today and on Day 4.

### Activities

#### Teaching Tip



Blends are groups of two or three consonants in which you can hear the individual sounds of the letters, but these sounds are said very quickly one after the other. The word **blend** contains a blend at the beginning and a blend at the end. This is one method of helping your student remember the meaning of the word **blend**.

### Materials

Thematic Assignment Booklet



Open Thematic Assignment Booklet 7A, and turn to Day 3: S Blends. Remove the three necessary pages from the Assignment Booklet. Your student needs to make the spinner and cut out the picture cards before beginning today's activities. You may need to enlarge the hole on the spinner so that the arrow will spin freely.

Once all the materials have been prepared, allow the student time to play with them before beginning the game. Take turns flicking the spinner to make an **s blend**, say the blend out loud, and then find a card that begins with that particular blend. Continue the activity until your student is able to easily match each **s blend** with the picture of a word beginning with that blend.

If your student is having difficulty matching the **s blends** to the picture cards, continue until signs of fatigue are shown. Discuss any concerns you have with the child's teacher. If your student matches the blends and cards easily, continue with the following game.



### Spinner Game

**Step 1:** Lay all of the picture cards face up on the table.

**Step 2:** Player 1 flicks the spinner to form an **s blend**.

**Step 3:** Player 1 finds a card beginning with that blend, picks up that card, and places it in front of him or her.

**Step 4:** Player 2 flicks the spinner and finds a card beginning with the blend.



**Step 5:** If a player spins an **s blend** for which all of the cards are already taken, a turn is lost.

**Step 6:** Play continues in this way until all of the cards are taken.

**Step 7:** The player with the most cards wins.

### Printing

On a sheet of lined paper, your student can practise printing some of the **s blend** words from the game today. Flick the spinner to form an **s blend**, find a picture beginning with that blend, and print the word carefully on the lines. Provide help with spelling as needed. Encourage sitting correctly and holding the pencil between the thumb and forefinger.

### Music and Movement

**Time recommended: 10–15 minutes**

Today your student is discovering through observation that the inside of a seed contains the secrets of life. Our bodies contain many wonderful secrets, too!

Today's movement activities focus on building awareness of the importance of exercise. Emphasis is also focused on the amazing secrets of the body's muscles, which enable humans to make many different movements.



Use the following script to guide the activities:



We are going to see what happens when you exercise.

Place your hand over your heart.

Can you feel your heart beating?

Is it beating quickly or slowly?

Did you know that your heart is a muscle?

Now put your hand in front of your nose and mouth.

Can you feel your breath coming out?

Are you breathing fast or slow?

Ask your student to jog on the spot for about 60 seconds. For the last 20 seconds, have your student jog as quickly as possible.

Put your hand over your heart again to feel it beating.

Is it beating slower or faster than before you started jogging?

Are you breathing faster or slower now?

Tell the child about the strong muscles in the heart and how exercise makes the heart muscle work harder. Exercise also makes us breathe more quickly. Explain that exercise also makes the heart muscle stronger and it is important to keep your body healthy.



Guide your student through the discovery of some other muscles using the following dialogue:

Now you are going to try to feel some of your other muscles working.

Let your arm hang down loosely.

Feel the muscles at the top of your arm.

Now pretend that you are picking up a big, heavy suitcase. It is very heavy, so try as hard as you can.

As you are pretending to lift, feel the muscles of your arm again.

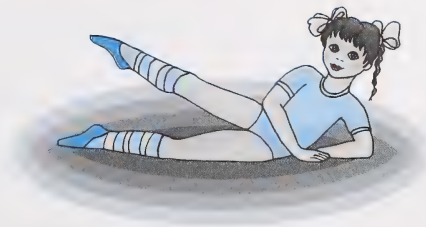
How do they feel?

(The muscles are harder and tighter when they are working.)

Ask your student to lay down on one side and relax.

Feel the muscles in your thigh.

Now keep your legs straight and slowly lift one leg a little distance off the floor.



Keep your leg up and feel the muscles in your thigh.

Do your muscles feel different now?



Explain to your student that within the body there are many muscles that are responsible for movement.

If possible, finish off today's activity by having the child jog on the spot and then skip or run for another 60 seconds. Ask your student to check for changes in breathing and heart rate.

### Language Arts

**Time recommended: 60 minutes**

#### Reading

Read the poem with the child.

---

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### The Surprise Inside a Seed

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---

Did you know  
that inside a seed so deep  
a tiny plant  
is fast asleep?

If you open a bean seed  
or a popcorn kernel, too,  
there will be a surprise  
waiting there for you.

It needs some water,  
heat, and light from the sun  
as well as fertile soil  
and I hear you're the one . . .

To give it the care  
it needs to survive.  
So now you are ready  
to make your seed come alive.



After reading the poem two or three times, ask the following questions:

What things does a plant need to survive?

What is a secret?

(A secret is something known only to oneself or a few.)

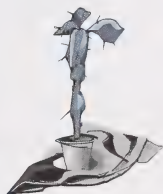
What do you think the seed's secret is?

(A new plant is growing inside.)

Copy the following pattern four times onto separate strips of paper.

A seed needs \_\_\_\_\_ to grow.

Your student should fill in the blanks using the appropriate words from the poem. Once this is completed, the student can read the sentences back to you.



### Alternative Activity

This sentence could be typed on the computer. Print the sentences and then your student can fill in the spaces with words from the poem.

### Journal Writing

Ask your student what a secret is. Discuss with your student when it is important to keep a secret. Secrets such as a surprise party or a special present are fun to keep and make a child feel good. Ask your student to think about and name some secrets that are fun to keep or to describe a time when he or she kept a secret.

### Optional Discussion

There are times that a child could be asked to keep a bad secret. Make it clear that such a secret could harm someone and should not be kept. Discuss some possible situations that may be relevant to your student.



If you wish to relate this discussion to child abuse, you could discuss other situations in which children should not keep secrets. For example, if someone were to touch a child in an inappropriate place and then say the action was a secret, the child should tell a trusted person. You may also wish to differentiate between appropriate and inappropriate touching. Encourage your child to trust personal feelings and to let you know when something happens that doesn't feel right. Discuss these issues with your child at your comfort level.



After your discussion, ask your student to write about secrets or another topic of interest. When the journal entry is complete, label the back with your student's full name and M7D3. Place this page into the Student Folder.

**This would be a good time to take a break for lunch. Do you remember what a child needs to grow into a healthy adult?**



## Silent Reading

**Time recommended: 5–10 minutes**

Each of you may choose a book or magazine and appreciate the quiet time.



## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 7, Day 3.

## Project Time

**Time recommended: 50 minutes**

Today you will use a bean seed that has been soaking in water and a seed that has not been soaked. You could save a few seeds to open during Sharing Time today. Leave some seeds soaking in the water for several more days to see what happens as well.

Before letting your student look inside the seed, compare how the soaked seeds are different from the seeds that have not been soaked. Your student should record this comparison on a sheet of unlined paper. Divide the sheet into two columns. Label the first column **Not Soaked** and the second column **Soaked**. Have the student look at the two variations of the bean seed and compare them.

Not Soaked	Soaked

## Day 3 • The Seed's Secret

Use the following questions and any others you may think of to guide your student's observation of the bean seeds:

How are the seeds different?

How are the seeds similar?

Did the colour change after the seed was soaked?

Did the size change?

Do the seeds feel different?

Your student can record the observations on the chart. Encourage the use of pictures as well as words in making the comparison.



On the back of the chart, ask the child to predict what might be inside the seed. Have your student draw a picture and write a sentence about this prediction. Once finished, label the back of the chart with the student's name and M7D3. Place the chart in the Student Folder for submission on Day 9.

Use your fingernails or a butter knife to carefully break open a soaked bean seed for your student to observe.

When the bean is opened, the student can carefully look at the inside with a magnifying glass. There should be a tiny plant inside the seed. Open several seeds to see if there is any difference among them.

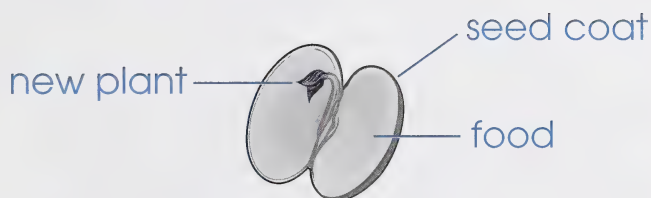


If this is the first time your student has used a magnifying glass, explain that it is a fragile instrument and care must be taken not to bang it against anything or drop it. When you have completed this lesson, your student will enjoy examining other objects with the magnifying glass.

This is what the inside of a seed looks like. Introduce your student to the basic parts of the seed:

- seed coat
- new plant
- food for the seed

Bean Seed



### Materials

Thematic Assignment  
Booklet



Open Thematic Assignment Booklet 7A and turn to Day 3: Parts of a Seed. On this page, your student will colour a seed and label its parts.

### Enrichment (optional)

If you have soaked some corn kernels, open some of these. This is a more difficult task than with the bean. Compare the corn and bean seeds.





### Sharing Time

**Time recommended: flexible**

Today your student can talk about the secret inside a seed. Show both the soaked and unsoaked seeds, as well as the comparison chart, to family and friends.

If this is a good day, go for a walk outdoors and talk about how seeds travel. Some hitch a ride on a bike or a shoe. Squirrels may hide them and forget them. Some seeds have burrs that stick to fur. Seeds can settle anywhere, and they may grow anywhere they find water, sun, air, and fertile soil.

### Let's Look Back

**Time recommended: 10 minutes**

Spend some time reviewing the day's activities with the child using the following script:

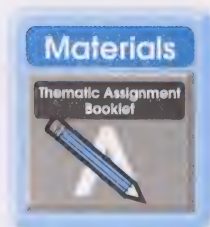
Were you surprised by what you found inside the bean seed?

What is the seed's secret?

Do you remember the poem we read? What four things are needed for plants to grow?

Did you check your seeds from yesterday to make sure they were getting light and had enough water?

What did you like most about today?



Complete the Day 3: Learning Log found in Thematic Assignment Booklet 7A.

## Story Time

**Time recommended: flexible**

### Materials

Reading Resources



*A Seed Is a Promise* by Claire Merrill is an information-filled book that your child may enjoy. If you haven't already done so, check for it in your local library. If this book is unavailable, there are many other suggested books listed in the Additional Resources at the beginning of this module.



**In Day 4 you will see how many different kinds of seeds can be found in your own kitchen!**

# Seeds, Seeds, Everywhere



Today your student will locate a variety of common foods containing seeds. He or she will likely be surprised to find how many foods contain seeds or are seeds. Your student will also discover how seeds can be used in a collage.

In Music and Movement today, the student will practise throwing, one of the three major track-and-field skills covered in this module.



## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- “s blend” spinner and cards from Day 3
- a variety of fruits, vegetables, and seeds
- magnifying glass (optional)

### Music and Movement

- balls of assorted sizes
- small cushion or sponge
- beanbag (optional)

### Silent Reading

- favourite reading material
- *The Tiny Seed* by Eric Carle (optional)

- *A Seed Is a Promise* by Claire Merrill (optional)

- *A Seed Grows: My First Look at a Plant's Life Cycle (My First Look at Nature)* by Pamela Hickman (optional)

### Math Time

- See Mathematics Module 7, Day 4.

### Project Time

- Experiment Checklist from Day 2
- dried seeds (beans, peas, lentils)
- clean soup can with no sharp edges
- white craft glue

### Let's Look Back

- Thematic Assignment Booklet 7A  
– Day 4: Learning Log

### Story Time

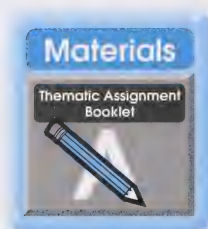
- mutually chosen reading material
- *How a Seed Grows* by Helen Jordan or *One Bean* by Anne Rockwell (optional)



## Calendar Time

**Time recommended: 10 minutes**

Proceed with the usual Calendar Time activities. Also, show on today's calendar date a weather symbol that is representative of the current weather conditions. For further suggestions for Calendar Time, refer to the Calendar Time Variation Activities or the Enrichment Calendar Activities found in the Calendar Package.



## Focus for Today

Today you will focus on your student's **self-confidence** and **willingness to participate** in the activities of this module.

## Language Arts

**Time recommended: 35 minutes**

### Word Study

Print the words **think** and **things** on coloured index cards.

think

things

If the student is able to read these words at a glance, place them in the personal word bank.



If your student is not yet able to read the two words automatically, refer to the Word Study Teaching Notes in the Appendix of the Home Instructor's Manual for suggestions on teaching recognition of the words.

Point out the **th** beginnings of both words. Have the student make the "th" sound by placing the tongue between his or her teeth and pushing out the air.

Your student could also break the words down into their parts.

th + ink

th + ing + s

## Activities

### Teaching Tip



If your student has difficulty seeing the word parts, you could cover parts of the word with a scrap of paper or your finger. Show each word part separately to the child and have him or her read it to you.

th      ing      s

Then have your student read the whole word. Next, finger trace around each letter in the word. Making the word with manipulative letters also helps the child separate word parts.

## Enrichment (optional)

If your student recognizes today's words without having to sound them out, make a list of words that rhyme with the two new words for today, for example, **think**, **pink**, **rink**, **blink** or **things**, **rings**, **brings**, **sings**.

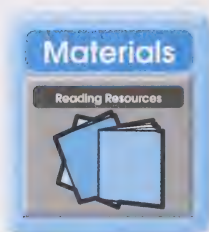
## Phonics

Today your student will continue to review the **s blends** using the spinner and cards from the Phonics lesson on Day 3. Lay the cards face up and have the arrow of the spinner point on each **s blend**. Have your student identify one or two of the cards beginning with that blend.

When your student is comfortable with identifying the blends, play a game of Concentration. Lay the cards face down in rows. Take turns turning two cards over to try to find a pair of picture cards with the same **s blend**. If two matching cards are turned over, keep the pair and take another turn. If the two cards do not contain the same **s blend**, turn the cards back over and leave them in the same location. As the game progresses, you and your student will remember cards from previous turns and be able to find pairs more easily.

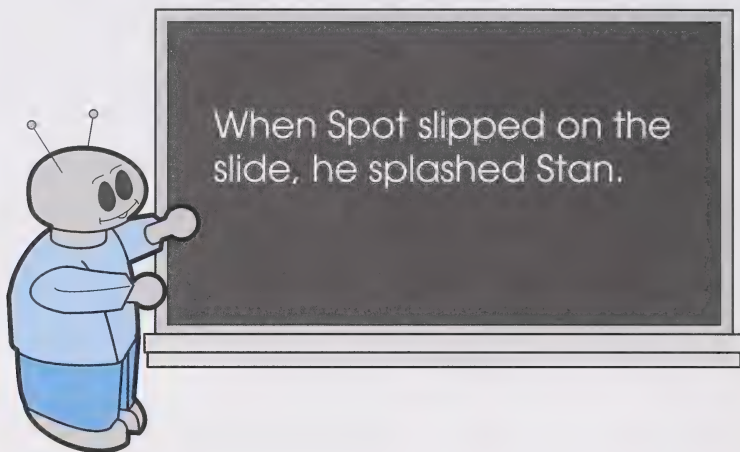


### Printing



Observe your student's printing technique during today's lesson. You will be commenting on these skills in today's Learning Log.

Print the following sentence on a chalkboard or a sheet of paper. Ask your student to copy it carefully onto a sheet of lined paper.



Label the back of the printing page with the student's full name and M7D4. Put the page in the Student Folder.

### Music and Movement

**Time recommended: 15–20 minutes**

Many of the Music and Movement lessons in this module will develop skills associated with throwing, jumping, and running.

To begin, ask your student to help you gather some things that you could use for throwing, such as balls, a sponge, a small cushion, or a beanbag. **Note:** You can make a beanbag from two small rectangles of cloth sewn together on three sides; stuffed with dried beans, rice, or peas; and then sewn shut on the fourth side.

### Activities

#### Teaching Tip



Effective throwing uses the entire body. A good throw begins with the large muscles of the lower body, hips, and legs. Only at the end of the throw does the arm become involved.

The activities today and on Day 5 will allow your child to practise the skill of throwing overhand. Take the throwing objects you have gathered to an appropriate spot outdoors. Discuss safety concerns before you allow your child to begin throwing.

Let your student experiment with throwing overhand for distance. Discuss which items can be thrown the farthest.

Ask the student to think about what techniques work best for throwing a long distance. Your student should discover that the best throws can be made when

- the leg muscles are used as well as the arm muscles
- the feet are positioned one in front of the other so that the foot that is forward is opposite to the hand holding the ball (For example, when the left foot is forward, the right hand throws.)
- the body follows through (Upon release of the ball, the arm and body continue to follow the path of the ball.)

Your student can practise these throwing techniques using the balls, sponge, cushion, and beanbags.

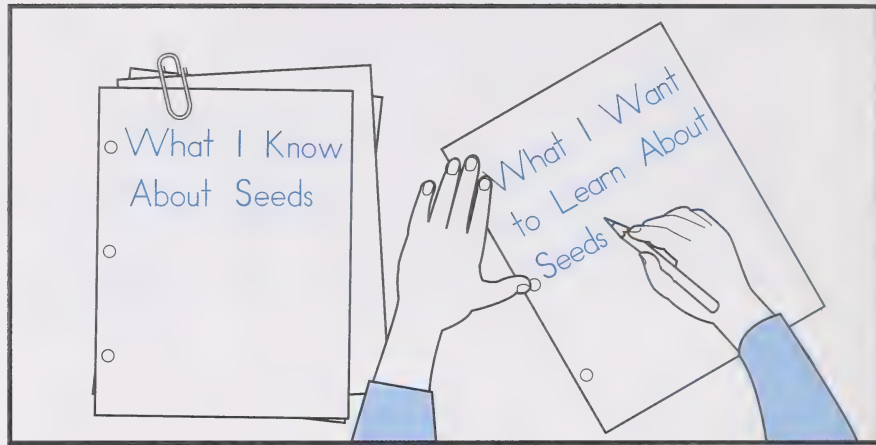


### Language Arts

**Time recommended: 60 minutes**

#### Reading

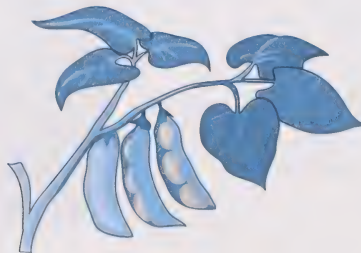
Tell your student that today you will be reading a factual article about seeds. Begin by jotting down what your child knows about seeds, and then list what he or she would like to learn about them.



With your student, read the following article. As you read, track the text with your index finger.

### **The Wonder of a Seed**

**Many plants make seeds. Inside each seed is the beginning of a new plant and some food for the plant's use during the early stages of its growth.**





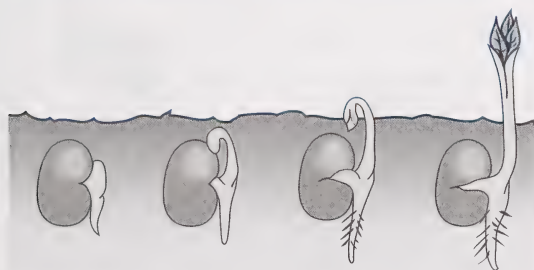
On the outside of every seed is a skin-like covering called the **seed coat**. This coat splits open when it soaks up water and swells as the new plant begins to grow.



The root, usually the first part of the new plant to push its way out of the seed, grows downward.



Following the appearance of the root, the beginning of the shoot, or stem, can be seen pushing upward. Soon the first leaf or pair of leaves grow out from the stem.



At a certain age, seed-bearing plants have flowers of some sort. Flowers contain a plant's seed-making parts. The purpose of the flower is to form seeds.

With many kinds of plants, all the parts necessary for forming seeds are contained in each flower. With some plants, however, a part of one flower (pollen) must be carried to another flower in order for seeds to form. Moving pollen from one flower to the other is the work of insects, birds, wind, water, **gravity**, or plant **growers**.

**gravity:** the force that causes objects to fall when they are dropped

As seeds begin to ripen, the seed-containing part of a plant becomes larger and larger and develops into a **fruit**. Nuts, cucumbers, string beans, milkweed, cockleburs, oranges, apples, and peaches are all fruit-producing plants. People eat the fleshy part of many fruits.

**fruit:** the part of a plant that contains seed

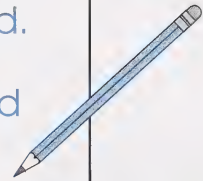


After reading the article, ask your student if some of the information in the article was a review of facts that he or she already knew about seeds. Then, discuss if the student learned anything new about seeds that he or she wanted to know or found interesting.

List the new information on the What I Know About Seeds chart.

### What I Know About Seeds

- A tiny plant is inside a seed.
- Seeds need water, heat and light from the sun, and fertile soil.
- Many plants make seeds.
- On the outside of every seed is a skin-like covering called the seed coat.



Talk about and list parts of this factual article that the student does not mention.

Label the back of the chart with the student's full name and M7D4. Place the chart in the Student Folder for submission on Day 9.

Did reading this article challenge your student to learn more about seeds? If so, list his or her questions on the What I Want to Learn About Seeds chart.

### What I Want to Learn About Seeds

- Can seeds go to sleep for a long time?







Help your student discover the answers to the questions by doing research at the local library or on the Internet. On the Internet, do a general search for plants or seeds using a search engine such as Yahoo! or use the Telus Learning Connection at <http://www.2learn.ca>.

## Writer's Workshop

Brainstorm with your student as many fruits or vegetables as you can think of that contain seeds or that are seeds. Jot them down in a list.

Use these questions to guide your discussion:



Can you think of some fruits that are very juicy and contain seeds?

(oranges, grapefruit, lemons, limes, watermelon)

Some fruits have their seeds in the centre. Can you think of some of these?

(plums, nectarines, peaches, cherries)

Can you think of any other fruits that have seeds? (kiwis, raspberries, strawberries)

Can you think of any seeds we eat?

(popcorn, rice, corn, peas, beans, sunflower seeds, various spices, various grains)

Set up a chart to record the various fruits and vegetables and the different types of seeds they contain. Help the student distinguish between the different groups.

Kinds of Seeds

contains many seeds	contains one seed (pit)	seeds we eat
grapefruit apple	peach	rice

If you have samples of fruit or vegetables that contain seeds, cut open some of them and allow your student to examine the seeds with a magnifying glass.

If you have any examples of dried seeds or grains that are eaten (beans, popcorn, rice, soup barley, lentils), let the child examine them as well. This is also a good time to gather the dried seeds you will need for Project Time today.



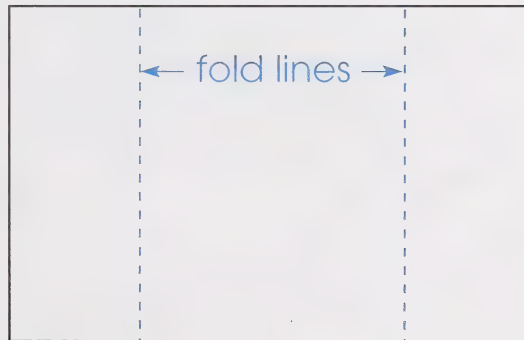
Label the chart with your student's full name and M7D4, and place it in the Student Folder for mailing on Day 9.

When this chart has been returned from your student's teacher, place it in the chart binder.

## Enrichment (optional)

Create two riddles about two kinds of seeds that were discovered in your home.


Cut an unlined sheet of paper in half lengthwise. Then fold each half as illustrated in the following diagram.



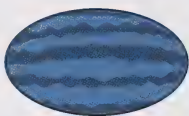
## Day 4 • Seeds, Seeds, Everywhere

On the outside folds, have your student draw a picture of a seed and write clues about the plant or fruit that grows from the seed. On the inside, have the student draw an illustration of the plant.

Closed

I am a fruit. Here is my seed. 	I am red on the inside. What am I?
--	---------------------------------------

Open

I am a watermelon. 
--

Read the riddles together when the pages have been completed. This project would be fun to share with the family later today.

**It's time for lunch now.**

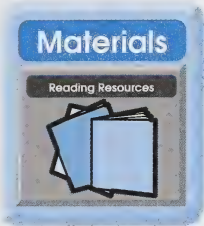
**Does any of the food you are having for lunch contain seeds?**



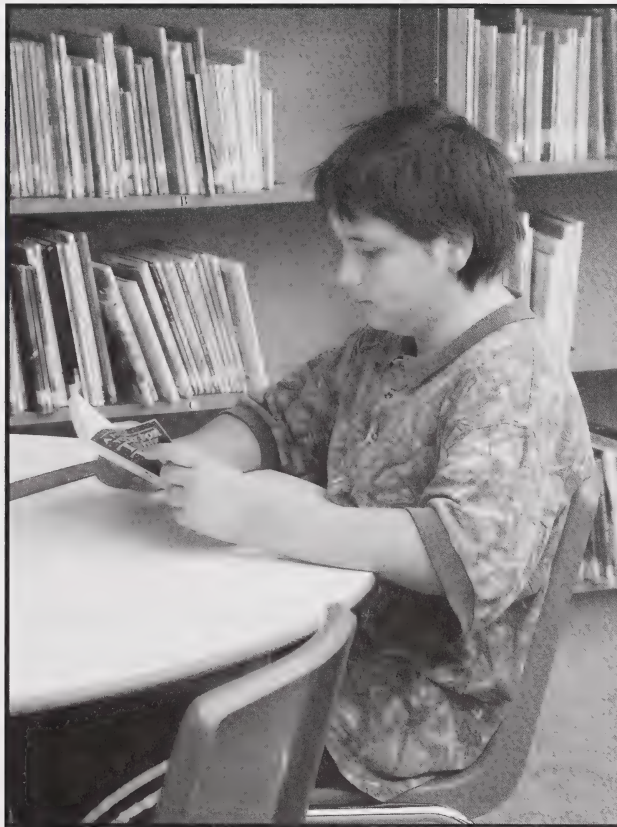


## Silent Reading

**Time recommended: 5–10 minutes**



Your student may enjoy reading or looking at some of the books from the list of additional resources that tell more about seeds. *The Tiny Seed* by Eric Carle, *A Seed Is a Promise* by Claire Merrill, or *A Seed Grows: My First Look at a Plant's Life Cycle (My First Look at Nature)* by Pamela Hickman are good choices. Your local library will have other books about seeds as well.



## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 7, Day 4.

### Project Time

**Time recommended: 50 minutes**

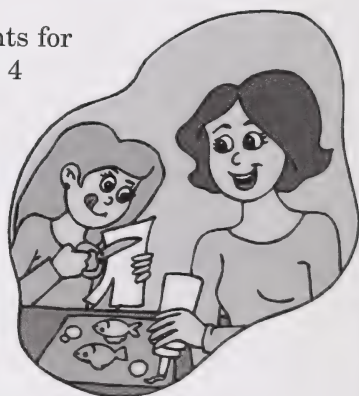
#### Seed Check

Each day in Project Time, your student should check to see if anything has changed with the various seeds that have been prepared. Your student should document in the My Bean Seed booklet the date the seed first sprouts and the date the root and the stem appear. These two observations are best made through the wall of the glass jar. The child also needs to record when the bean stem breaks through the surface of the soil, the leaves form on the plant, and the plant has grown to be 5 cm tall. Check the seed regularly and note the dates as these events occur.

Your student should also check the plants for moisture and trace the **W** found on Day 4 of the Experiment Checklist that is posted in the learning area.

#### Seed Pencil Holders

Your student will make a pencil holder decorated with seed patterns. Gather dried beans, peas, barley, sunflower seeds, or any other seeds you may have.



- Step 1:** Cover the outside of a clean soup can with coloured construction paper, scraps of tissue paper, or just leave the can as it is. If using paper, glue the paper onto the can with white glue.
- Step 2:** Arrange the seeds in repeating patterns on another piece of paper. Your student should take time to experiment with different patterns.
- Step 3:** Once a pattern has been decided upon, carefully glue the seeds onto the can. This should be done row by row to duplicate the pattern that was on the paper.
- Step 4:** Set the holder aside to dry.

## Sharing Time

**Time recommended: flexible**

Encourage the student to read the What I Know About Seeds chart and the What I Want to Learn About Seeds chart. Help the child as necessary.

Encourage family members and friends to talk about what they know about seeds and what they want to learn about seeds.

## Let's Look Back

**Time recommended: 10 minutes**

Take time to review the day's events with your student. You could ask the following questions:

Did you find you could throw farther after you had practised today?

What did you do that helped you throw further?

If you keep practising, do you think you will get better? Why?

Has your printing improved since you first began printing?

How has your printing improved?

Name some other things that you do better now than before and tell how you do them better.



### Story Time

**Time recommended: flexible**

#### Materials

Reading Resources



Good books for story time today would be *How a Seed Grows* by Helen Jordon and *One Bean* by Anne Rockwell. If it was not possible to obtain these books, choose any favourite story to share.



**You have learned that you can grow a new plant from a seed, but did you know there are other ways to start a new plant?**

**On Day 5 you will find out some ways to grow a new plant without a seed.**

# More Than Seeds

On Day 4 your student discovered that seeds are everywhere. Many seeds are eaten for food. Seeds can also be used for decorative purposes.

Today your student will begin experiments that will lead to the discovery that some plants can be grown without seeds. In addition, a cooking experience involving seeds and grains will be completed during Language Arts. The recipe will give the child a chance to practise sequencing skills, as well as to make a delicious snack for your family.



### What You Need Today

#### General Supplies

- box containing required materials

#### Calendar Time

- Calendar Package
- other materials as needed

#### Language Arts

- Thematic Assignment Booklet 7A  
– Day 5: Matching ar and er Words
- Thematic Assignment Booklet 7A  
– Day 5: Crunchy Granola Recipe
- ingredients to make granola  
(oatmeal, coconut, wheat germ,  
sunflower seeds, nuts, salt, oil,  
honey, vanilla, raisins or other  
dried fruit)

#### Music and Movement

- balls or beanbag for throwing
- targets (tubs, pails, or sticks with  
balloons tied to them)

#### Silent Reading

- books, magazines, or other  
favourite reading material

#### Math Time

- See Mathematics Module 7, Day 5.

#### Project Time

- one or more of the following: sweet  
potato (yam), potato, beet, parsnip,  
turnip, or carrot
- toothpicks
- glass or jar, saucer
- small stones
- 2 slices of bread
- resealable bag or plastic wrap
- water

#### Story Time

- mutually chosen reading material

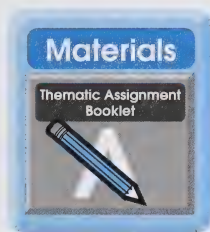
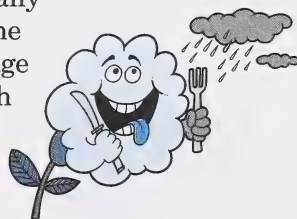




## Calendar Time

**Time recommended: 10 minutes**

After your student completes the usual Calendar Time routine, including the addition of a weather symbol that represents the weather today, go ahead with other individually planned activities. Refer to the Calendar Time Teaching Notes found in the Calendar Package for additional activities. In these notes, which you may have posted, you will find activities that are suitable for your student's development and your family's plans.



## Focus for Today

The Learning Log focus today is your **student's physical development** during both gross- and fine-motor activities.

## Language Arts

**Time recommended: 35 minutes**

### Spelling

Today your student will review the words that were spelled incorrectly in the Spelling Pre-Test on Day 3. Help the student study by looking at each word carefully to discover if there are any similarities between words. You may use these strategies:

- The words **on** and **or** both begin with **o** even though they sound different.
- The words **by** and **my** are rhyming words ending with **y**.
- **Are** and **were** are both words ending with "silent e." You could discuss the fact that in this case the **e** is not making the preceding vowel say its own name.

If your student correctly spelled all the words on the pre-test, study the personal words or theme-related words chosen on Day 3.

### Phonics and Printing

Your student will spend some time reviewing the **ar** and **er** sounds. Practising these sounds may help the child spell the words **are** and **were** from this module's spelling list.

Print the words **are** and **were** on the chalkboard or on a piece of paper. Ask your student to read these words to you. Track the words with your finger as you read. Ask the following questions:



What sound is the **ar** combination making in the word **are**?

What sound is **er** making in the word **were**?

Remind your student that these vowel combinations are sometimes called the **bossy r** combinations because the **r** changes the usual sound of the vowel. Sometimes connecting the sound to a visual image can help a child remember it. For example, you could say the sound is like a dog **barking**—"ar, ar, ar." For the **er** combination, you could ask the child to think of a rooster **crowing**—"er, er, er, errrrrr."



You could also review the Key Words and Actions Guide in the Home Instructor's Manual for additional help.

Under the word **are**, print the words **star**, **car**, **far**, and **barn**.

Under the word **were**, print the words **her**, **clerk**, **winter**, and **mother**.

Have your student read these words to you. Provide help only as needed.



Open Thematic Assignment Booklet 7A and turn to Day 5: Matching ar and er Words. Your student will match the definitions to words containing **ar** or **er**. You may need to help your student read the definitions.

## Music and Movement

**Time recommended: 10–15 minutes**

Your student will continue to practise proper throwing technique. Review the throwing strategies from Day 4 Music and Movement. Remind your child to

- show opposite hand and foot positioning
- complete the throw by following through
- make use of the leg muscles as well as the arm muscles

### Target Throw

Set up targets of various sizes, shapes, and distances for the student to aim at. If desired, set up a scoring system of points for hitting the targets with a beanbag or ball. Your child could challenge friends or other family members to this throwing game.

## Language Arts

**Time recommended: 60 minutes**

### Reading



Turn to Thematic Assignment Booklet 7A, Day 5: Crunchy Granola Recipe. Your student will use this recipe to prepare a healthy snack for your family.

Tell the student that all the ingredients in this recipe, except the water and the salt, come from plants. Discuss each of the ingredients and identify what part of the plant each comes from. Your student may not know that vanilla is derived from a vanilla bean or that vegetable oil is pressed from canola seeds or corn kernels.

Remind your student that grains and other plant products are important in a healthy diet. People must look after their bodies by eating good food. Compare good nutrition to the way your child is caring for the seeds in the experiments.



When you have completed preparing the granola, copy or cut each step from the recipe. Glue each step onto a sentence strip. Mix up the strips and have the child put them into the correct sequence. When your student is satisfied that the steps are in the correct order, ask that they be read aloud to you.



### Alternative Activity

If you were not able to obtain the required ingredients for the granola, substitute a favourite family recipe that uses grains or seeds.

If a cooking activity does not fit into your schedule, read the granola recipe several times and then do the sequencing activity. Children often find ordering steps difficult if they have not had the actual experience of physically doing the activity.

### Journal Writing

Your student will comment on the progress of seed growth and care in the ongoing experiments.

Begin by having the student check the seeds to see if they require water and if they are receiving adequate sunlight.

By Day 5, many changes will have occurred in the appearance of the seed. Your student can write about the changes that have taken place since the first day. Your student could also comment on the care given to the seeds.

Label the back of the journal page with the student's full name and M7D5. Place the page in the Student Folder for submission on Day 9.

### Enrichment (optional)

Make two more seed riddle pages. Challenge your student to think of a seed and write a short riddle that describes the product of the seed. Refer to the Writer's Workshop Enrichment on Day 4.



Has all that cooking made you  
hungry?

Is it time for lunch now?



## Silent Reading

**Time recommended: 5–10 minutes**

It's time for you and your student to enjoy reading a book or magazine of your choice.



## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 7, Day 5.

### Project Time

**Time recommended: 50 minutes**

During Project Time, your student will prepare more plant experiments.

Spend some time discussing the following questions and statements:

How do you grow a bean plant?

(Plant a bean seed in good soil, water it, and wait for it to grow.)

Did you know that you can grow plants in other ways?

Today you are going to begin more experiments with plants.

You will see some other ways that new plants can be started.

Do both of the following experiments. Both are tracked on the Experiment Checklist (Day 2).





## Growing Plants Without Seeds

Your student could choose one or more of the vegetables for this experiment. Similar vegetables could be substituted.

### Sweet Potato (Yam) or Potato

- Push three toothpicks, equally spaced, around the outside of the vegetable. The toothpicks will be used to balance the vegetable on the rim of the jar. (Round toothpicks work best. You may wish to use a metal skewer first, as the vegetables may be very hard.)
- Fill a wide-mouth jar three-quarters full of water.
- Balance the vegetable on the rim of the jar so that the bottom is suspended in the water. You may need to add more water.
- Place the jar in a dark and cool place for several days.
- When shoots start to appear, move the plant into the light.

### Carrot or Beet

- Cut the carrot or beet about 3 cm below the top and remove any greens.
- Fill a saucer with small stones. Set the carrot or beet on top of the stones and fill the saucer with water.
- Place the saucer in a cool, dark place for a few days. Move the plant into the light when sprouts appear.

Be sure to check the water level in the containers regularly.

Your student will observe the plant(s) and record drawings on Days 10, 13, and 16. Your student could also make written comments about the changes in the plants.

### Another Way to Grow Plants Without Seeds

This experiment will also demonstrate to your student that plants can be grown without seeds. You will need the following:

- 2 slices of bread
- sealable sandwich bag or plastic wrap
- water

**Step 1:** Lightly sprinkle one of the slices of bread with water.

**Step 2:** Place the dampened bread inside the bag and close it tightly or cover it with plastic wrap.

**Step 3:** Don't moisten or wrap the other slice of bread.

**Step 4:** Place both slices of bread into a dark cupboard. The results will be quicker if the cupboard is warm rather than cool.

The student will observe both of these experiments on Day 10 of this module. This experiment will not need to be checked until then.

### Enrichment (optional)

Your student could also start new plants with cuttings. Take some cuttings from a geranium, begonia, ivy, or other house plant that is easily started this way. Place the cuttings in water for a few days and then plant them in moist soil.



You may also start plants from runners, such as from spider plants or strawberries. The runners can be placed in water until roots form and then be placed in soil.

## Sharing Time

**Time recommended: flexible**

Family members may enjoy viewing the plant experiments and answering the seed riddles.

## Let's Look Back

**Time recommended: 10 minutes**

This was an activity-filled day! Use the following script to find out more about your student's preferences:

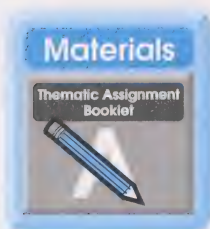
What was your favourite activity today?

Which parts of the day were most difficult for you?

What would you like to tell your teacher about today's assignments?







Turn to Thematic Assignment Booklet 7A. Fill out the comments and checklist in the Day 5: Learning Log. Add any thoughts or comments your student has.

### Story Time

**Time recommended: flexible**

Occasionally your child may enjoy having a break from the routine. Perhaps an older sibling, grandparent, or family friend would enjoy reading or telling a story to the student. The more models of reading your student sees, the greater are the chances that the importance of reading will be internalized.



**What do you think will happen to the plants you put in water today?**

**On Day 6 you will learn more about the special ways seeds travel.**

# Travelling Seeds

Why can a spruce tree be found in an area where there are only pine trees? Where did all of those dandelions come from when you dug them out last year?

How do plants move from one location to another? Today your student will find out why there are flowers and how seeds travel.



### What You Need Today

#### General Supplies

- box containing required materials

#### Calendar Time

- Calendar Package
- other materials as needed

#### Language Arts

- word boxes and index cards
- Thematic Assignment Booklet 7A  
– Day 6: Long i Fun
- photographs of your child  
(optional)
- *Collections Writing Dictionary*

#### Music and Movement

- a large ball

#### Silent Reading

- books, magazines, or other favourite reading material
- *The Reason for a Flower and Plants That Never Ever Bloom* by Ruth Heller

#### Math Time

- See Mathematics Module 7, Day 6.

#### Project Time

- Experiment Checklist from Day 2

#### Project 1: Seed Search

- old pair of socks (optional)
- container for gathering seeds

#### Project 2: Making Seed Travellers

- paper clips
- assorted materials, such as balloons, plastic wrap, aluminum foil, cotton cloth, assorted kinds of tape, thread, yarn, paper

#### Project 4: Preparing for Tomorrow

- water
- celery
- blue or red food colouring

#### Let's Look Back

- Thematic Assignment Booklet 7A  
– Day 6: Learning Log

#### Story Time

- mutually chosen reading material
- *How Seeds Travel* by Cynthia Overbeck (optional)



## Activities

### Calendar Time



## Calendar Time

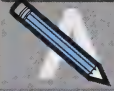
**Time recommended: 10 minutes**

Proceed with your individualized calendar routine.

## Focus for Today

## Materials

### Thematic Assignment Booklet



Today's Learning Log will focus on your student's **willingness to try new things when experimenting**. Today's experiments give your student the opportunity to explore ideas to answer problems.

## Language Arts

**Time recommended: 35 minutes**

### Word Study

Take out the New Word Box and the personal word bank. Print the words **same** and **different** on coloured index cards. Check your student's ability to recognize these words at a glance. If the child can read the words without sounding them out, place the cards in the personal word bank.

same

different

If your student is not yet able to read these words, study them by tracing your finger around the letters in each word and by printing them on the chalkboard or a piece of paper.

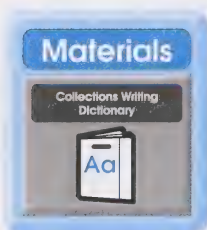
Point out the **super e** in **same** and remind the student of the **long a** previously studied on Day 1 of this module.

same

## Day 6 • Travelling Seeds

Point out that the word **different** has three syllables or word parts. Have your student clap out these syllables. Encourage the child to break this word into its parts and sound each part out. If necessary, cover the syllables with your finger and expose one word part at a time.

dif fer ent



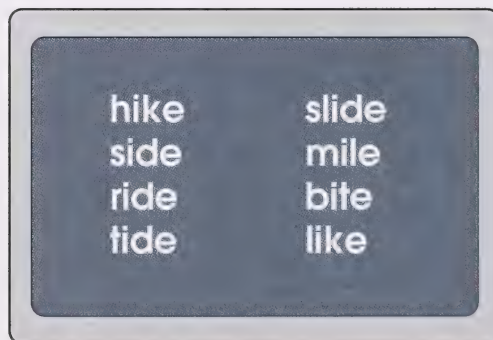
After the student has studied the assigned words, encourage him or her to select words of personal interest or words that suit the theme.

Put the cards in the New Word Box when you have finished studying them. Add any new words to the *Collections Writing Dictionary*.

### Phonics and Printing

Today's Phonics lesson involves the review of the **long i** in words containing a **silent e**.

Print the following words on the chalkboard or on a piece of paper.



Ask your student the following question:



What things do all of these words have in common? (They end with an **e**, have the letter **i** in them, and all have a **long i** sound.)

Have the student draw an arrow on each word as shown below. Then ask your student to read each word out loud to you.

hike

Challenge your student to explain the “super e” rule to be sure he or she understands the generalization that when the letter **e** comes at the end of a word, it makes the previous vowel say its name.

## Materials

Thematic Assignment Booklet

Open Thematic Assignment Booklet 7A and turn to Day 6: Long i Fun. On this page your student will have to find the hidden long i words and print them on the lines.

## Music and Movement

**Time recommended: 10–15 minutes**

Throwing and catching will continue to be the focus of today’s movement lesson.

Demonstrate throwing overhand, underhand, and at chest level with a large ball. Pass the ball back and forth several times using each of these three techniques. Ask your student the following questions:

Which way do you like to throw best?

Which kind of throw is easiest to catch?

Continue to practise throwing and catching while varying the distance. The student could also practise throwing the ball against a wall and catching it.

If other family members are present, try the following game for more throwing and catching practice.

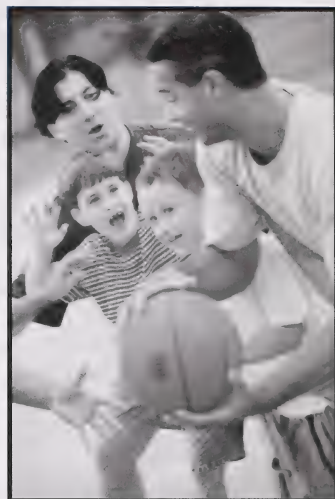


### Bird in a Cage

This game requires three or more people. One person stands in between the others and attempts to prevent the other people from passing the ball to each other.

If the pass is intercepted, the person making the pass goes into the middle.

Take turns until everyone has had a chance to be the bird in the cage.



### Language Arts

**Time recommended: 60 minutes**

#### Reading

Tell your student that today you will be reading a factual article about flowers. Begin by jotting down what your student knows about flowers and then jot down what your student would like to learn about flowers.



Read the following factual article.

### ===== Why Are There Flowers? =====

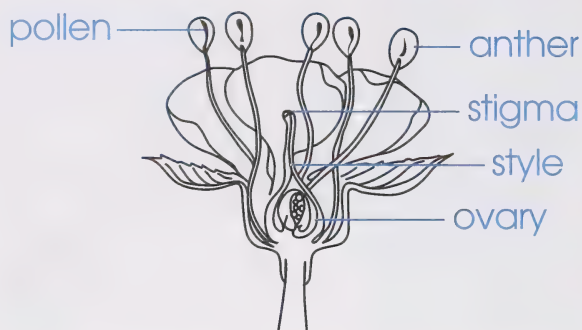
After animals, plants make up the second biggest kingdom of living things. The flowering plants are the most common seed-producers on Earth.



The job of a flower is to make seeds. Flowers make many different kinds of seeds.

Most flowers have several important parts. The pollen grains are found inside a bag-like anther. A pollen grain lands on the stigma. This process is called **pollination**. Then a tiny pollen tube grows down the style and the pollen grain moves along it to the ovary. When the pollen fertilizes an egg

cell in the ovary, a new seed begins to develop.



Pollination can happen in different ways. The flowers of many trees release large amounts of tiny pollen grains into the air and the breeze often transports them from one plant to another.



Water plants produce pollen that floats downstream.

Because of their colour, scent, and the way they are made, some flowers attract animals.





An insect may land on the flower to feed from its **nectar**. The insect is showered with pollen from the anther and then carries this pollen to the stigma of another flower. Insects, such as bees, wasps, and butterflies, often pollinate flowers in this way. Flowers growing in warm places can be pollinated by birds, bats, and even small mammals.

Inside each seed is a young plant, with the beginnings of a tiny **stem**, **roots**, and **leaves**. The seed also contains stored food.



### Materials

Student Folder



Review the two charts What I Know About Flowers and What I Want to Learn About Flowers. Help the student add any new information or questions to the pages.

Label the back of the pages with the student's full name and M7D6. Place the pages in the Student Folder for submission on Day 9.

### Journal Writing

First of all, check the progress of the bean seeds in the jar and other experiments.

Did anything new happen with the seeds and plants?

Look carefully at the bean seeds in the glass jar

Do they look different?

What changes have taken place?

If you have some photographs of your child as a baby and toddler, take a look at them together with your student.

How have you changed since these pictures?

All living things grow and change.

On a sheet of lined paper, your student can write about changes in the bean seed or about personal changes over the years and the experiences or events during this time.



Label the back of today's writing page with the student's full name and M7D6 and place it in the Student Folder.

**Have you ever helped  
seeds travel?**

**After lunch you will  
learn more about how  
seeds move.**



## Silent Reading

**Time recommended: 5–10 minutes**

### Materials

Reading Resources



Your child may enjoy the book *The Reason for a Flower* or other books by Ruth Heller. Her entertaining and well-illustrated books present many interesting scientific facts about plants and animals. If your student likes *The Reason for a Flower*, take a look at *Plants That Never Ever Bloom*, which tells about plants without flowers.



## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 7, Day 6.

## Project Time

**Time recommended: 60 minutes**

Your student can check the various plant experiments to see if watering is required. Remind the student to trace over the **W** on the Experiment Checklist begun on Day 2.



## Day 6 • Travelling Seeds

If any changes are noticed with the bean plants, the appropriate page can be completed in the My Bean Seed booklet.

Discuss how seeds travel using the following script:

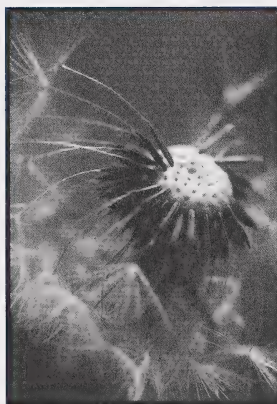
Do seeds have legs and arms to help them move?

Seeds must use other ways to move.

Do you remember some ways seeds travelled from today's factual article "Why Are There Flowers?"



Some seeds **hitchhike** rides on animals and people. These seeds usually have little hooks or barbs to help them stick to the animal.



Other seeds have a fluffy top that lets them ride the wind like a **parachute**.

Some seeds are so light that they **float** on the water or in the air.



Seeds from the maple tree have wings and they spin in the wind like the blades of a **helicopter**.

It is not necessary to memorize the names of these travelling methods, but your student should have some idea of the ways that seeds can move to a new place.



### Enrichment (optional)

The following website provides information on the ways seeds travel. From the home page select Aliens Explore Earth and then the topics related to plants.

<http://www.alienexplorer.com>

Do the four following projects in order. If the weather is not favourable, or if it is impossible to gather seeds for some other reason, go on to the next activity.





### Project 1: Seed Search

Take your student outside in a search for a variety of seeds. Depending on the time of year and your location, there are usually a variety of each type of seed available. A common example of each seed type is dandelion seed (parachuter), pussy willow (floater), maple seed (helicopter), and cocklebur (hitchhiker).

Gather a variety of seeds to bring indoors. A good way for your student to gather hitchhikers is to put on an old pair of socks over his or her shoes before going outside. Upon returning to the learning area, your student will probably be amazed by the number of seeds that are clinging to the socks!

When you and your student have gathered a variety of seeds, come back inside to the learning area and lay the seeds out on the table.

Fold a sheet of paper into quarters and label it with the four kinds of travelling seeds: **hitchhiker**, **parachuter**, **floater**, and **helicopter**.

 Hitchhiker	 Parachuter	 Floater	 Helicopter



Your student will test each seed that was gathered to determine what method the seed uses to travel. You could use the following methods or devise your own tests.

- **Floater**—These seeds are often very light. Place the seed in water to see if it floats. If it does, it is a floater. If not, try one of the other tests.
- **Helicopter**—This seed will have wings, so it is easy to classify by appearance. Hold the seed up high and drop it. If it spins slowly to the ground, it is a helicopter. If not, try one of the other tests.
- **Hitchhiker**—Press a fuzzy stuffed toy onto a seed that is sitting on the table. If the seed sticks, it is a hitchhiker.
- **Parachuter**—These seeds float easily in a breeze. Set the seed on a table top and blow gently. If the seed moves easily, it is a parachuter. If not, try one of the other tests.

As your student tests each seed and determines the way it travels, tape the seed in the correct column of the chart to classify it.

You will probably have several seeds that do not fit in any of the four categories. Set them aside for later discussion.

When your student has finished classifying the seeds, discuss the following questions:

Do any of the seeds fit into more than one group?

How could this feature help a seed?

Did you find any seeds that did not fit into any of these groups?

Can you think of other ways seeds can be moved from one location to another?



Other ways seeds travel include the following:

- Animals carry pollen from one plant to another.
- Humans move seeds and plant them.
- Some seeds explode from a pod.
- Animals may eat the seed or fruit and then expel it in their waste in another location.

Also discuss the fact that many seeds do not have a way of travelling far; they fall directly to the ground near the plant.

### Project 2: Making Seed Travellers

Now your student can experiment with various materials to create models of the different seed types. If you were able to go outside to gather seeds, this activity is a logical next step. This activity encourages the child to think **critically** as well as **creatively** in trying to create models of the different seed travellers.

#### Purpose

The purpose of this experiment is for the child to construct each type of seed traveller using personally chosen materials.

#### Materials

- paper clips (seeds)
- a variety of materials to be used by the child to create the seed travellers (balloons, hook-and-eye fastener, aluminum foil, plastic wrap, cotton or other scrap cloth, tape, thread, yarn, paper)

#### Procedure

**Step 1:** Tell your student to think of the paper clip as a seed and to turn it into each type of seed traveller. You should review the four types of seed travellers with your student.

**Step 2:** Have your student use the materials you have gathered and suggest ways to make the paper clip into a traveller. For example, ask “How could you make this paper clip float?” Encourage your student to use personal ideas.

**Step 3:** Give the student time to experiment. Encourage him or her through each discovery. Test each attempt. For example, say “Does the paper clip float now? Let’s put it into the water to try it.” If something doesn’t work, encourage your student to think of another way to do it.

The value in this activity is having the child think **creatively** and **critically**. The following examples give you some idea how each type of seed traveller can be represented, but use these ideas only if your student cannot come up with any solutions independently.

- Parachuter—Make a parachute for the paper clip using a tissue or piece of scrap cloth with thread attached to the four corners and tied to the paper clip.
- Floater—Make a little boat for the seed out of aluminum foil.
- Helicopter—Attach the paper clip to a set of wings made from a piece of strong paper, such as Bristol board or Manila paper.
- Hitchhiker—Wrap the paper clip in a piece of tape or attach hook-and-eye tape to it.

Remember to observe your student during this process because you will be commenting on these skills in today’s Learning Log.



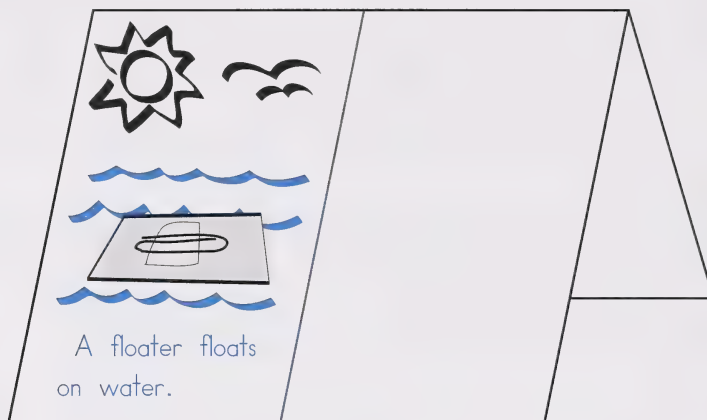
There are no right or wrong answers when experimenting. It is the discovery process that is so important to the student who is learning to think critically and creatively.



### Project 3: Seed Travellers

For the writing portion of Project Time, the child can divide a page into four equal parts by folding it in half and then in half again.

On each section, have the student draw a picture of a paper clip seed design. Under the picture, the child can print a sentence about the way the seed travels. Be sure to identify the method of travel in the sentence. Help as needed.



Label the back of this page with your student's full name and M7D6. Place this page in the Student Folder for mailing on Day 9.

### Project 4: Preparing for Tomorrow

In preparation for tomorrow's discoveries, your student will need to do the following experiment.

#### Materials

- stalk of celery
- glass of water
- blue or red food colouring

## Procedure

- Step 1:** Put a few drops of blue or red food colouring into the glass of water.
- Step 2:** Place the stalk of celery into the glass. Ask your student to predict what will happen to the celery.
- Step 3:** Set aside the celery in the glass for use tomorrow.



## Sharing Time

### Time recommended: flexible

Your student can share the experiments from Project Time today. Family members may suggest other ways to make a paper-clip floater, hitchhiker, parachuter, or helicopter.

## Let's Look Back

### Time recommended: 10 minutes

Experimenting and taking risks is a very important part of learning to enjoy and appreciate science. A child's natural curiosity aids in making many scientific discoveries.

You could ask the following questions to help uncover your student's feelings about the experiments:

Did you enjoy discovering how to make a paper clip travel in different ways?

Which of the four ways is your favourite?

Which way was the most difficult to create?

Which travelling method was the easiest to create?

Would you like to do more experiments like this? Why or why not?

### Materials

Thematic Assignment Booklet



Open Thematic Assignment Booklet 7A and turn to Day 6: Learning Log. Comment on your student's curiosity, creativity, and problem-solving skills. Remember to add your child's comments as well as your own.

## Story Time

**Time recommended: flexible**

For more information on the ways seeds travel, read *How Seeds Travel* by Cynthia Overbeck.

### Materials

Reading Resources



**You have learned a lot about seeds.**

**You will learn more about the parts  
of a flower in the experiments  
on Day 7.**



# Roots and Stems

How do nutrients and water find their way from the soil to the leaves of plants? Two very important plant parts are responsible for this vital job.

Today your student will discover that roots and stems of plants are these two significant plant parts.



### What You Need Today

#### General Supplies

- box containing required materials

#### Calendar Time

- Calendar Package
- other materials as needed

#### Language Arts

- Thematic Assignment Booklet 7A  
– Day 7: Identifying “Long u”  
Sounds
- bags containing bean seeds and  
paper clips (from Day 2)

#### Music and Movement

- obstacle course materials from  
Day 2

#### Silent Reading

- books, magazines, or other  
favourite reading material

#### Math Time

- See Mathematics Module 7, Day 7.

#### Project Time

##### Activity 1: Stems

- celery stalks from Day 6 and Day 7
- additional celery stalks
- knife
- magnifying glass

##### Activity 2: Roots

- drinking straws
- paper towel
- water
- bean seeds in plastic bag from  
Day 2
- magnifying glass

#### Let's Look Back

- Thematic Assignment Booklet 7A  
– Day 7: Learning Log

#### Story Time

- mutually chosen reading material
- *Flowers* by Gallimard Jeunesse and  
Pascale De Bourgoing



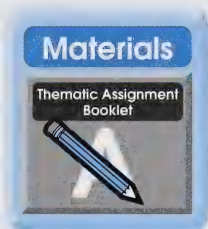
## Calendar Time

**Time recommended: 10 minutes**

Complete the basic Calendar Time Activities. In addition, draw a weather symbol on today's date that represents the current weather conditions.

Many math skills can be reinforced during Calendar Time. If your student is learning how to add, use the calendar to make up problems. For example, "We will start a new project today. It will take three days to finish it. On what date will we finish it?" The child can use the calendar numbers to count forward from the date. You may make up a problem like this each day to give the child extra math practice.

## Focus for Today



The focus today is on the student's **ability to write a complete sentence** and to note improvement in this skill. Preview Day 7: Learning Log in Thematic Assignment Booklet 7A.

## Language Arts

**Time recommended: 35 minutes**

### Spelling

Today your student will write sentences with the spelling words from Day 3 that need to be practised. If your student is working with personally chosen words, then the same procedure applies.

Ask the child to write a sentence containing each of the spelling words. Remind the child of the following rules:

- Begin each sentence with a capital letter.
- Use a capital letter for the proper names of people or places.
- Use the correct end punctuation for each sentence.
- Underline each spelling word.



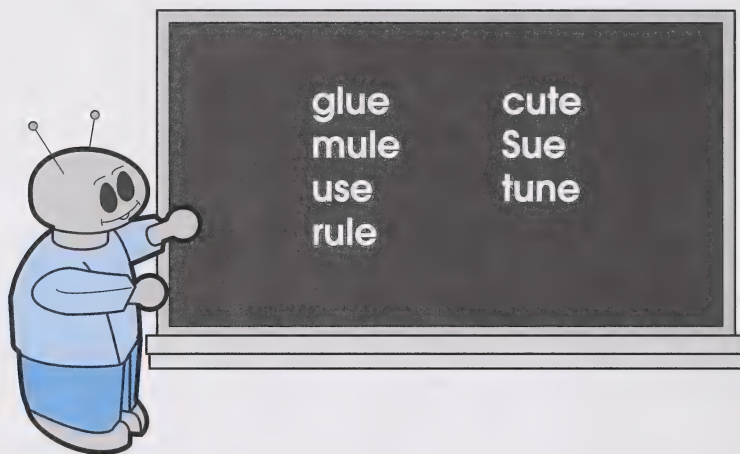
## Day 7 • Roots and Stems

Encourage the independent completion of these sentences and observe the skills used.

### Phonics and Printing

Today you will review the “long u” sound.

First review the “long u” words ending with a “super e” by printing the following words on a chalkboard or a piece of paper.



Have the student say the words slowly, stressing the sound of the “long u.” Now draw the arrow going from the “super e” to the letter **u**.

mule

Then, explain that the letters **ew** also make the “long u” sound. Use the following script to guide your explanation:



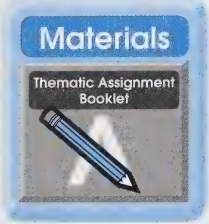
I am going to say some words and I want you to repeat them after me.

chew few drew crew grew blew

Can you hear the “long u” sound in each one?

Watch as I print the words.

Print the given words on the chalkboard or a piece of paper. When all of the words are printed, say each word out loud. Have your student repeat each word and identify the letters that are making the “long u” sound. Have the student trace over these letters with his or her finger and then circle them.



Open Thematic Assignment Booklet 7A and turn to Day 7: Identifying Long u Sounds. Your student will need to print the word that will make each sentence complete.

## Music and Movement

**Time recommended: 10–15 minutes**

Try some variations in the obstacle course used on Day 2 of this module. Print the position words **around**, **up**, **over**, **into**, **across**, **under**, **through**, and **past** on index cards.

Set up an obstacle course that will require going **around**, **up**, **over**, **into**, **across**, **under**, **through**, and **past** various objects. Put each word card in the place where the action is to be performed. Challenge your student to think of other position words to perform while completing the obstacle course.

## Language Arts

**Time recommended: 60 minutes**

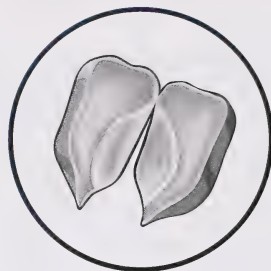
### Reading

Review the What I Know About Flowers and What I Want to Learn About Flowers pages from Day 6 of this module. Add any information that the student has learned about flowers. Also add any questions that the student would like to find the answers to.

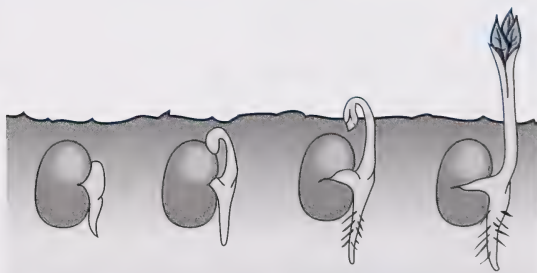
Read the following factual article.

### Growing Seeds

Inside each seed is a young plant, with the beginnings of a tiny root, stem, and leaves. The seed also contains stored food.



The food helps the young plant to grow out of its shell, set down roots, and send its shoot and new leaves up to the sunlight.



Most seeds have a tough outside shell. This shell can withstand drying out and lack of water for a long time. However, as soon as the seed soaks up water, it begins to grow.

First, the young root lengthens and grows downward.



The finger-like roots grow into the soil, hold the plant firmly, and soak up water, materials, and nutrients to nourish the rest of the plant.

The tall, stiff stem holds the leaves and flowers away from the ground to protect the plant from nibbling animals and too much dampness.

Tiny pipe-like tubes are inside the stem. These carry water, minerals, and a sweet, sticky fluid called sap, which is full of minerals and nutrients, to all parts of the plant.

The leaves soak up energy from sunlight.

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Sing the following song while you, your student, and possibly other family members pretend to be flowers and act out the motions. The song is sung to the tune of "Here We Go 'Round the Mulberry Bush."

---

---

This is the way we plant our seeds,  
Plant our seeds, plant our seeds.  
This is the way we plant our seeds,  
When springtime comes around.

This is the way the seed swells with water,  
Swells with water, swells with water.  
This is the way the seed swells with water,  
When the rains come down.

This is the way the root grows down,  
The root grows down, the root grows  
down.

This is the way the root grows down,  
Into the moist, warm soil.

This is the way the stem grows from  
the seed,

Grows from the seed, grows  
from the seed.

This is the way the stem  
grows from  
the seed,

On this beautiful spring day.



This is the way the flower grows from  
the bud,

Grows from the bud, grows from the bud.

This is the way the flower grows from  
the bud,

On this beautiful summer day.

This is the bee that sips the nectar,  
Sips the nectar, sips the nectar.

This is the bee that sips the nectar,  
All day long.

This is the way the pollen travels in the  
breeze,

Travels in the breeze, travels in the breeze.

This is the way the pollen travels in the  
breeze,

On a windy day.

This is the way the flower makes the seeds,  
Makes the seeds, makes the seeds.  
This is the way the flower makes the seeds,  
With the help of water, sun, soil, and air.

---

Encourage your student to create other verses. Remember to include verses that describe the different ways that seeds can travel from one place to another, for example, "This is the way the seed hitchhikes on my sock."

Explain that later today in Project Time, the student will perform experiments that will show the jobs of roots and stems.

### Journal Writing

Locate the sealed bag containing the bean and paper clip or pencil from the experiment begun on Day 2. Examine the bag together and ask your student the following questions:

What is happening to the roots of the bean seed?

Why do you think the roots are curling around the object in the bag?

If a very strong wind was blowing you away, what would you do? (hold on to something big)

Plants need to hold on to something, too.

The **roots** help hold the plant in place in the soil.

Without roots, plants would fall down or blow away.



## Day 7 • Roots and Stems

### Materials

Student Folder



On a piece of lined paper, your student can describe the jobs of plant roots. Your student could also choose to write about personal events instead.

Remember to put the student's full name and M7D7 on the back of the sheet. Place the page into the Student Folder.



**Did you know that the stems  
and roots of some plants  
are eaten for food?**

**Are you eating any stems or  
roots for lunch today?**

## Silent Reading

**Time recommended: 5–10 minutes**



This is the time for both you and your student to sit down and read some favourite reading material. You may wish to extend the reading time if your student is concentrating on a story.

## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 7, Day 7.

## Project Time

**Time recommended: 60–90 minutes**

### Preparing for Project Time

In preparation for Project Time this afternoon, have your student prepare another stalk of celery using the method from Project Time on Day 6. This will give your student two stems to compare.

This morning in Reading and Journal Writing, you discussed that the jobs of a root are to hold the plant in place and soak up water from the soil to transport it to other parts of the plant. This afternoon, two experiments will be completed that will show another of the root's jobs as well as the importance of the stems of plants.

Complete both of the following activities.

### Activity 1: Stems

#### Materials

- celery stalks—fresh, as well as the one that has been soaked in coloured water
- knife
- magnifying glass

#### Procedure

**Step 1:** Use a fresh stalk of celery that still has the leaves attached to explain that the celery stalk is a part of a plant called a **stem**. If you have house plants available, examine their stems as well.

**Step 2:** Use the knife to cut the end of the celery stalk. Ask your student to use a magnifying glass to view the cut end of the celery. Focus attention on the tiny little holes in the stem. Explain that these holes are little tubes that are used to transport water to the different parts of plants. If your child has difficulty seeing these holes, the next part of the experiment will help the child to see them better.

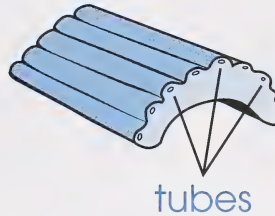


**Step 3:** Cut the piece of celery prepared at the beginning of this activity lengthwise down the centre to see how far the coloured water has travelled.

**Step 4:** Compare the difference between the stem soaked today and the one put in the coloured water yesterday by cutting yesterday's stem lengthwise also. Compare the distance the coloured water travelled. You could measure this length with a ruler if desired.



**Step 5:** Make another cut, this time across the stems so that your student can more clearly see the holes of the tubes that are used for moving the water and nutrients.



**Step 6:** Ask your student to use an unlined sheet of paper that has been folded into four parts. Have the student title this page **Parts of a Plant**. Label one of the boxes **stem**. Your student can then draw a picture of the celery showing its tubes that transport water and nutrients and then print a sentence about the job of the stem.

Parts of a Plant	
<p>stem</p> <p>The stem takes water and food to the rest of the plant.</p>	

## Activity 2: Roots

### Materials

- drinking straw
- paper towel
- water
- bean seeds in sealed plastic bag from Day 2
- magnifying glass



### Procedure

- Step 1:** Fold the paper towel in half two times. Wet it with the water.
- Step 2:** Tell your student to pretend that the straw is the root of a plant and the paper towel is wet soil.
- Step 3:** Have your student put the straw onto the wet paper towel and try to suck up the water just as the plant's roots do.
- Step 4:** Have your student remove the bean seed from the sealed plastic bag. Using a magnifying glass, look for the tiny root hairs that grow on the main roots. Explain that these root hairs help the plant to suck the water from the soil.
- Step 5:** Label a second box on the sheet of paper with the heading **roots**. Have your student draw a picture of the roots of a plant and write a sentence about the job of the roots.

Parts of a Plant	
<p>stem</p> <p>The stem takes water and food to the rest of the plant.</p>	<p>roots</p> <p>Roots suck water and food from the soil.</p>

The two remaining boxes will be filled in tomorrow during Project Time.

### Sharing Time

#### Time recommended: flexible

Experiments are always fun to share with family members. Your family may be interested in seeing how celery transports water through the tiny holes it contains.

## Let's Look Back

**Time recommended: 10 minutes**

Your student has written sentences today in Spelling and Project Time. It is important that children learn at an early age all of the components that make a sentence complete. Ask your student the following questions to learn what the student knows about writing a sentence:

Do you begin a sentence with a capital or lower-case letter?

Would you use a period or a question mark at the end of this sentence? (Say the sentence "The dog is brown" to the child. If the child does not know, explain that it needs a period because it is a "telling sentence.")

Would you put a period or a question mark at the end of this next sentence? (Say the sentence "What colour is your cat?" If the child does not know, explain that it needs a question mark because it is an "asking sentence.")

Now, I will read some sentences to you.

Some of the sentences are complete because they contain all the necessary parts.

Some of the sentences are incomplete because they are missing parts.

Listen as I read each sentence and tell me if the sentence is complete or incomplete.



## Day 7 • Roots and Stems

Read the following sentences one at a time and encourage the child to tell you if each is a complete sentence. Also, ask what is missing in the sentence if it is incomplete.

I went to

My favourite kind of ice-cream is chocolate.

ran over to get the ball

are black and yellow

six o'clock tonight

Where are you going?

The stars are bright tonight.

### Materials

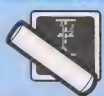
Thematic Assignment  
Booklet



Use the preceding information, as well as your observations of your student's writing, to help you complete the Day 7: Learning Log in Thematic Assignment Booklet 7A. Remember to include your comments as well as any concerns you may have.

### Activities

Teaching Tip



Students do not have to know the formal names for the parts of a sentence at this age, but they should be able to recognize when the sentence is not expressing a complete thought. This skill is necessary in order to write complete sentences and edit written work. If your student has difficulty with the preceding activity, make up complete and partial sentences and have the child tell you if each is a "good" sentence. Practise this skill for a few minutes each day until the child can do it easily.

## Story Time

**Time recommended: flexible**

### Materials

Reading Resources



If you and your student would like to learn more about plants and plant parts, check the Additional Resources for suggestions. *Flowers*, by Gallimard Jeunesse and Pascale De Bourgoing, uses plastic overlays to show the parts of a flowering plant. Many of the non-fiction books also have information about plant parts.



**On Day 8 you will learn  
about two more plant parts.**

# Leaves and Flowers



Did you know that plants have nostrils for breathing just like you do? This is just one more discovery your child will make today as the names and jobs of two more important plant parts are discussed.

During Music and Movement, the student will have the opportunity to practise underhand throwing and play a beanbag target game.

Next, your student will read the story "Watermelon, Watermelon" and then discuss and classify pictures of vegetables according to the part that is edible.

For Project Time today, it's movie time. Your student will create a "movie" showing what happens when a seed is planted.



## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- chalkboard (optional)
- seed catalogues or magazines containing pictures of vegetables
- *Collections Writing Dictionary*

### Music and Movement

- beanbag or small sock filled with dried beans

### Silent Reading

- books, magazines, or other favourite reading material
- *Growing Vegetable Soup* by Lois Ehlert or *Willie's Garden* by Myra McGee (optional)

### Math Time

- See Mathematics Module 7, Day 8.

### Project Time

- plants, including some with flowers
- magnifying glass
- microscope (optional)

### Parts of Plants

- Parts of Plants page begun on Day 7

### Making a Roll Movie

- a long piece of paper (from a paper roll or unlined sheet of paper cut into strips and taped together)
- two rods (pieces of broom handle or dowels)
- paint
- tape recorder and blank audiocassette for reading movie script

### Let's Look Back

- Thematic Assignment Booklet 7A  
– Day 8: Learning Log

### Story Time

- mutually chosen reading material
- *A Handful of Seeds* by Monica Hughes (optional)

## Activities

Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

Proceed with the basic Calendar Time activities. Remember to draw a weather symbol representing today's weather on the calendar. For further suggestions on Calendar Time, refer to the Enrichment Calendar Activities and the Calendar Time Teaching Notes in the Calendar Package.

## Materials

Thematic Assignment Booklet



**Reading development** is the focus of today's Learning Log. During Reading, note your student's enjoyment of reading, use of reading strategies, willingness to take risks, and understanding of material that has been read.

## Language Arts

**Time recommended: 35 minutes**

### Word Study

Today you have three high-frequency words to test for recognition: **word**, **words**, and **work**. For testing purposes, print the words on coloured index cards.

Is your student able to read these words without sounding them out? If so, place the index cards in the child's personal word bank. Have your student select two new theme words to study.



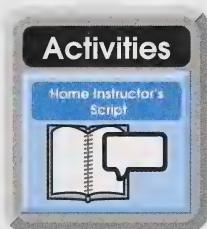
Have the student write any new words in the *Collections Writing Dictionary*.

If your student does not recognize the words automatically, use the Key Words and Action Guide to help your student learn the words and analyse the words according to their phonetic parts. Remind your student when reading the words that the focus must be on the endings, as each word begins in the same way. Later, in Phonics, your student will be doing further study of words with the **wor-** beginning.

## Phonics

Today's focus in Phonics will be on words beginning with the letters **wor**.

Use the following script:



What sound do you hear at the beginning of the word **work**? (“w”)

What letter makes this sound? (**w**)

After the letter **w**, what sound do you hear? (“r”)

What letter makes this sound? (**r**)

What sound do you hear at the end of this word? (“k”)

Explain to your student that in the word **work** the “k” sound is made by the letter **k**. Print **w\_\_rk** on a piece of paper or on the chalkboard. Tell your student that every word must have a vowel in it. In this case, it is the letter **o**. The letter **o** does not have its usual sound in this word because there is a **bossy r**.

Now, print the following words and ask your student to read them out loud to you.

<b>word</b>	<b>worm</b>
<b>world</b>	<b>worth</b>



Cover the endings and show the student that each word begins exactly the same way. Have the student sound out each word carefully. Help as necessary.

### Printing

On a piece of lined paper, ask your student to print the words **world**, **worth**, and **worm**. Then have the student make sentences using two of these words.



### Music and Movement

**Time recommended: 10–15 minutes**

Today your student will practise tossing a beanbag underhand. Your student can use the following game to practise this skill.

### Beanbag Target

Make a target area of circles or squares by using tape on the floor or by drawing circles or squares on the ground outdoors.

The game can be played with you, your student, and other family members taking turns tossing the beanbags at the target. The game can be played by assigning points for each ring. If you choose to keep score, the points are as follows:





If you do not have a beanbag, you can quickly make one by stuffing a small sock with beans and tying the top securely.

## Language Arts

**Time recommended: 60 minutes**

### Reading

Tell your student that today the story “Watermelon, Watermelon” will be read. Before reading the story, ask what your student knows about how watermelons grow. Jot down the student’s responses. Have the student write the title **What I Know About Watermelons** at the top of a sheet of paper. Then have the student copy the responses onto the sheet.

What I Know About  
Watermelons

When finished, read the following story. If the child would like to read the story independently, encourage him or her. If not, read it together, tracking each word with your index finger as you read.

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Watermelon, Watermelon

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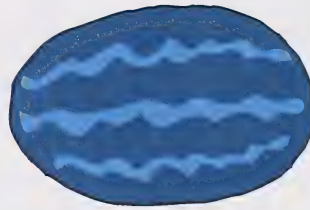
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Vukhoa planted a watermelon seed.

The watermelon seed grew a watermelon sprout.

The watermelon sprout grew into a watermelon plant, and the watermelon plant grew a watermelon flower.

The watermelon flower grew a watermelon.



The watermelon grew and grew and grew until it was time to eat it.

Vukhoa ate and ate and ate the watermelon.

Vukhoa's family and friends ate and ate and ate the watermelon, too.

Vukhoa kept the watermelon seeds in a secret place so he could plant them in the springtime.

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Review with the student the growth sequence of the watermelon seed. Then, review the What I Know About Watermelons page. Help the child add any new information to the page.

Label the back of the page with the student's full name and M7D8. Place the page in the Student Folder for submission on Day 9.

Once finished, discuss the following questions:

What did Vukhoa save for next year?  
Why did he do this?

What would have happened if Vukhoa hadn't saved any seeds for next year?

What do Vukhoa's actions tell us about him?  
(He plans ahead. He likes watermelon. He is a good gardener. He takes good care of his plants. He is patient.)

You will want to make note of some of the observations from Reading today, as you will be commenting on your student's reading during today's Learning Log.

- Does your student enjoy reading aloud?
- Does the student try various reading strategies when encountering unknown words?
- What reading strategies does your student use to figure out unknown words?
- Is your student willing to take risks in reading new material?
- Is your student able to make predictions about the content of the story by looking at the pictures?
- Is the child able to retell the story using his or her own words?

### Journal Writing

On Day 7 your student read and talked about the roots and stems of plants. Today you will discuss roots and stems as food and classify some pictures of vegetables by the part that is edible.

If possible, cut out pictures of an assortment of vegetables with your student. An old seed catalogue is a great source of vegetable illustrations, but old magazines could also be used.

Use the following script to review and introduce today's activity:

On Day 7 you learned about stems and roots.

Can you tell me where a root grows?

What does a root do? (takes up water and nutrients from the soil and transports them to the rest of the plant, and holds a plant in the soil)

Where do you find the stem of a plant?

What does a stem do? (carries food and water to all parts of the plant and supports the flower)

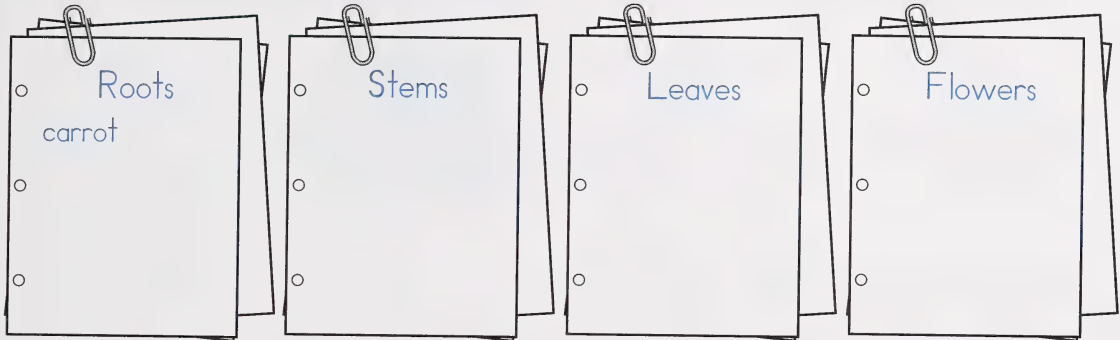
Today you will learn more about the leaves and flowers of plants.

Did you know that the leaves and flowers of some plants are eaten for food?

Can you think of any leaves that you eat?  
(lettuce, cabbage, spinach)

Can you think of any flowers that are used for food? (cauliflower, broccoli)

Take out four sheets of unlined paper and ask your student to label the top of the first page with the word **Roots**, the second page **Stems**, the third page **Leaves**, and the last page **Flowers**.



Now spread out the pictures of vegetables that you have cut out. Ask the child to sort the pictures and place them on the correct page to describe what part of the plant is eaten. After you have checked your student's classification of the pictures, glue them in place and label each vegetable with its name.

**Note:** There could be some vegetables that do not fit in these categories, namely those formed by a flower to become a fruit. Put those pictures aside for now.

## Alternative Activity

If no pictures are available, you and your student could brainstorm the names of vegetables and write them down in the form of a list. The student could use this list to classify each vegetable by the part that is eaten. The names from the list could then be written on the correct page.

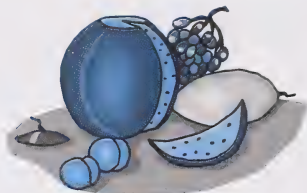


Label the pages with your student's full name and M7D8. Place the pages in the Student Folder for mailing on Day 9.



It's time for lunch now.

What would you do if you had a big  
watermelon like the one Vukhoa  
had in the story?



### Silent Reading

**Time recommended: 5–10 minutes**

#### Materials

Reading Resources



There are many interesting children's books about vegetable gardens. Your student may enjoy reading *Growing Vegetable Soup* by Lois Ehlert or *Willie's Garden* by Myra McGee.



## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 7, Day 8.

## Project Time

**Time recommended: 60–90 minutes**

Your student will learn about the leaves and flowers of plants today as the study of plant parts continues. Your student will begin this activity by taking a close look at leaves and flowers using a magnifying glass.

If you are doing this module in the spring, summer, or early fall, take the child outdoors to examine a variety of leaves and flowers. If this is not possible, use any plants you have in the house, including the child's bean plant if its leaves have sprouted. If flowers are unavailable, look at any pictures of flowers that you may have in books.

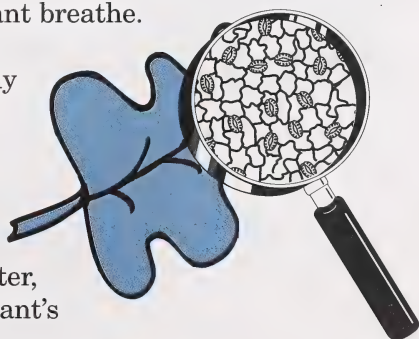
Use the information in the following paragraphs to help explain the functions of leaves and flowers to your student.

### Leaves

Using a magnifying glass or microscope, have your student view a variety of leaves. With enough magnification, tiny holes can be seen on the underside of the leaves.

Explain that these holes let the plant breathe. Just like we have two holes in our nose—our nostrils—a plant has tiny holes for breathing too.

Discuss that the leaves of a plant also have the important job of making food for the plant. To make this food, the leaves need water, air, and sunlight. Leaves are the plant's cook and baker!



### Flowers

Examine any real flowers that are available with a magnifying glass or look at pictures of flowers. Your student will probably have some idea of the function of the flower since reading the story “Why Are There Flowers?” on Day 6.

Ask your student to reread “Watermelon, Watermelon” from today’s Reading activity. Use the following script to further explain the function of a flower:

If a watermelon grows from a watermelon flower, what will grow from a bean flower?

If a strawberry grows from a strawberry flower, what will grow from a cucumber flower?

Help the child understand that a flower may produce a fruit. This includes some things commonly thought of as vegetables, such as squash and cucumber, as well as those normally considered fruits, such as watermelons and grapes. It also includes nuts, such as walnuts or acorns. Flowers may produce seeds (a sunflower) or the fruit will have some type of seed inside it (cherries). In any case, the purpose of a flower is to help in the reproduction of a plant.

### Enrichment (optional)

The following websites relate to many topics studied in this module:

- Use a search engine and key in the words *Plants and Our Environment* to access a variety of sites.
- Science NetLinks  
Use a search engine and type in the words *Science NetLinks*.

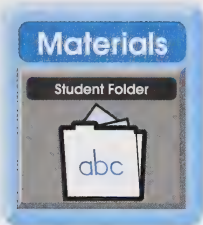




## Parts of Plants

Your student can complete the two remaining sections from the Parts of Plants page begun yesterday. The headings **flowers** and **leaves** can be written in the two empty boxes. Include a sentence about the function of the flower in the box with the **flower** heading and a sentence about the two functions of the leaves in the box with the **leaves** heading.

Parts of a Plant	
<p>stem</p> <p>The stem takes water and food to the rest of the plant.</p>	<p>roots</p> <p>Roots suck water and food from the soil.</p>
<p>flowers</p>	<p>leaves</p>



Label this page with your student's full name and M7D8. Place the page in the Student Folder for mailing on Day 9.

## Making a Roll Movie

This project will give your student the opportunity to present a story in the form of a "movie." Use the pattern from this morning's "Watermelon, Watermelon" story.

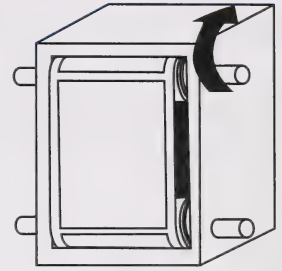
Prepare a movie box by completing the following steps:

**Step 1:** Find a suitable cardboard box and cut an opening in the side or bottom of it.

**Step 2:** Now cut holes and insert the rods (broom handle, dowel pieces, or empty paper towel rolls may work) as shown in the following diagrams.

## Day 8 • Leaves and Flowers

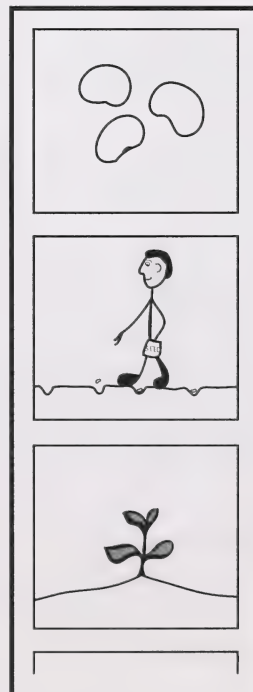
**Step 3:** Measure the approximate size of the box opening. Prepare a long strip of paper by attaching shorter pages together. Cut the paper to fit the width of the hole in the box. The paper must be long enough to provide 13 frames the size of the opening. With a pencil or felt pen, mark the sections of the paper so your student knows where to draw and write for each frame.



Explain to your child that the pattern from “Watermelon, Watermelon” will be used to tell the story of the bean plant that was planted earlier in this module. Instead of the name Vukhoa, the student’s name will be used.

The child can now begin writing the story in the frames. Your student will also need room to draw or paint an illustration, so the printing should be near the top of each frame.

Set up the frames of the movie according to “Watermelon, Watermelon.” The first three frames are shown.



Continue to use the pattern until frame 13, which corresponds with the last line of the story. Discuss with your student what can be done with the beans when they are picked and include this information in the appropriate frame.

If your student finds the printing too difficult, you could do some of the printing or the text could be typed on the computer, cut out, and pasted on the correct frame.

When the printing has been completed, illustrate each frame. Drawing or painting or a combination of the two may be used for the pictures.

When all of the frames are complete, attach the ends of the paper to the rods with staples or tape. As you turn the rods, the child could read the “movie” and tell the story.

If this project cannot be completed in the allotted time, take two days to finish it. Once completed, record the child’s reading of the movie script for the teacher to enjoy.

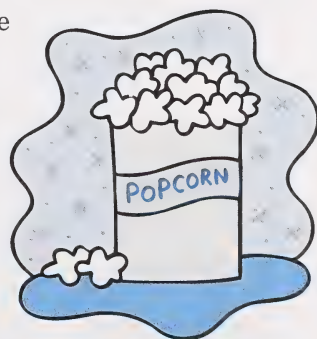
When finished, label the audiocassette with the student’s full name and M7D8. Place the audiocassette in the Student Folder.



## Sharing Time

### Time recommended: flexible

If your student had time to finish the movie created during Project Time, it can be shared. Consider inviting friends and other family members over for a movie premiere. Perhaps, you could even have a special seed snack of popcorn or homemade granola during the movie!





### Let's Look Back

**Time recommended: 10 minutes**

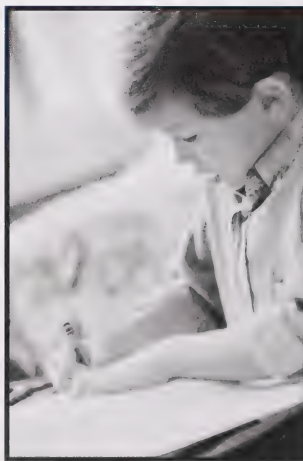
As you talk about today's activities, ask the following questions in order to learn about your student's enjoyment and confidence in reading.

Do you like reading out loud? Why or why not?

Do you enjoy presenting things like the movie you made? Why or why not?

Do you think your reading is getting better?  
How do you know?

How do you figure out unknown words?



#### Materials

Thematic Assignment Booklet



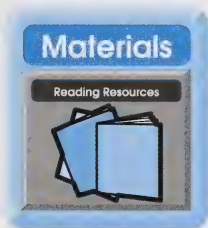
Fill out the checklist in the Day 8: Learning Log in Thematic Assignment Booklet 7A and add your own comments and any questions you may have. Remember to include any of your student's thoughts about reading.

## Story Time

**Time recommended: flexible**



Story Time is a good time to share books that are too difficult for your student to read independently. Most children's listening comprehension is far above their reading ability. Reading longer, more difficult books with your child can help increase his or her vocabulary and allows you to introduce more sophisticated ideas.



*A Handful of Seeds* by Monica Hughes is a thought-provoking book about an impoverished child's experiences in a city and her ability to overcome the challenges in her environment.

### Do you like experiments?

**On Day 9 you will be doing some experiments to find out what plants need to survive.**

# Plants Have Needs, Too!



Today's lessons will begin with a review of the needs of the human body. Experiments will demonstrate that plants also have needs. Your student will discover what happens to plants when their needs are not met.

Your student will begin to learn about syllabication during Phonics. In Writer's Workshop, the important elements of a story will be identified and discussed.

For Music and Movement, your student will listen to "The Garden Song" and notice what Charlotte Diamond is doing to help the garden grow. Then your child will think of some actions to go along with the song.



## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- other materials as needed

### Language Arts

- word boxes and index cards
- Thematic Assignment Booklet 7A
  - Day 9: Recognizing Syllables
  - Day 9: Story Study
- audiocassette for recording reading
- movie project from Day 8 if it was not completed
- *Collections Writing Dictionary*

### Music and Movement

- “The Garden Song” from *10 Carrot Diamond*

### Silent Reading

- books, magazines, or other favourite reading material

### Math Time

- See Mathematics Module 7, Day 9.

### Project Time

#### Do Plants Need Water?

- two bean plants from Day 2
- masking tape

#### Do Plants Need Air?

- plant labelled **water** from Experiment 1
- a bean plant from Day 2
- petroleum jelly
- masking tape

#### Do Plants Need Light?

- bean plant labelled **water and air**
- a bean plant from Day 2
- aluminum foil
- masking tape
- Thematic Assignment Booklet 7A
  - Day 9: Plant Needs

### Let's Look Back

- Thematic Assignment Booklet 7A
  - Day 9: Learning Log

### Story Time

- mutually chosen reading material

### Activities

#### Calendar Time



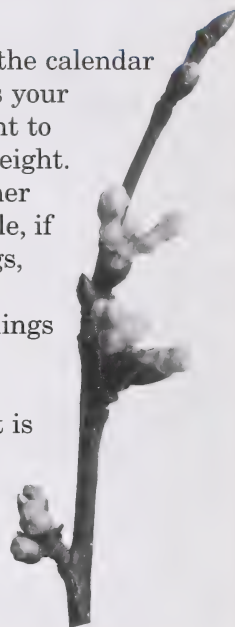
## Calendar Time

**Time recommended: 10 minutes**

Proceed with your usual Calendar Time routine.

In order to vary the Calendar Time activities, use the calendar to keep track of some information about the plants your student is nurturing. For example, ask your student to measure a bean plant each day and jot down the height. Your student may also be interested in making other notations about plants on the calendar. For example, if you are planting a garden now or starting seedlings, your student could note the dates on the calendar when the garden was first planted, when the seedlings first come up, and how the growth progresses.

Noting seasonal happenings is another option. If it is springtime when you are doing this module, your student could write about the first day you notice pussy willows, dandelions, buds, or green leaves.



## Focus for Today

### Materials

Thematic Assignment  
Booklet



Is your child **developing good listening skills**? These skills are the focus of the Learning Log today. Observe your student's enjoyment of listening to stories and various other media, ability to follow directions, and proficiency at listening for details.

## Language Arts

**Time recommended: 35 minutes**

### Word Study

Check your student's ability to recognize the high-frequency words **before** and **after** on coloured index cards. These words are to be printed without any markings for short or long vowels, letter combinations, and so on.

Can your student read these words immediately? Quick recognition of the words entitles the student to place the cards in her or his personal word bank.

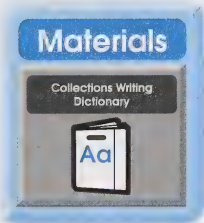
If your student does not recognize the words immediately, help with the decoding by breaking up the words into smaller parts (syllables) and asking your student to look at each part for familiar sounds and words.

be fore

af ter

If your student recognizes these two words by sight, other words can be chosen and printed on white cards.

Place the cards in the New Word Box when you are finished studying them. Also write the new words in the *Collections Writing Dictionary*.



## Phonics

Can your student hear the beat? In Phonics today, listen for the number of beats or syllables in a variety of words.



The ability to break up a word into syllables is a useful skill in both reading and spelling. Throughout the modules, you have been asked to cover parts of a word to help the child focus on word parts. Breaking a word into syllables is an extension of this strategy. It allows the child to focus on small parts of the word and then put them together.

Syllabication is a difficult skill and many children do not hear the "beat" of the word naturally. You may have to model and help clap out many words before your child understands this process. Practise with one- or two-syllable words at first. Clapping family names or pet names is often a good way to start.



Print the two high-frequency words **before** and **after** on a chalkboard or piece of paper. As you say these words, exaggerate the pause between the syllables so your student can hear the break clearly. Use the following script to help guide your discussion:



Today you are going to listen for the beats or **syllables** in words.

You have learned about clapping the beat in music.

Did you know that words can have beats, too?



Listening for the beats in words can help you break up the words into parts that are easier to read and spell.

When I say the word **before**, how many beats do you hear? (two)

Can you clap the beats?

(Demonstrate as you say the word and clap.)

How many beats did you clap?

Repeat the script with the word **after**. If you feel your student needs more practice, clap the beats for any familiar one- and two-syllable words, such as the student's name.



Another method for determining the number of syllables is to put the student's hand under her or his chin as the word is spoken. The student will feel how many times the mouth opens. This will be the number of beats or syllables. This activity works best if the student exaggerates opening the mouth when saying the word.

## Materials

Thematic Assignment Booklet



Open Thematic Assignment Booklet 7A and turn to Day 9: Recognizing Syllables. Help your student read and clap the beat to each of the words to determine the number of syllables. Provide as much support as necessary since this is a new skill.

## Printing

Your student will continue to practise syllabication skills by doing the following activity. Have your student match a word part from the first column with a word part from the second column to form a complete word. The first one has been done as an example.

chip	box
mail	et
jack	munk
book	let

When the four words have been discovered, have the student print them neatly on lined paper for today's printing practice.

## Music and Movement

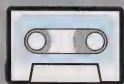


**Time recommended: 10–15 minutes**

Today your student will learn a new song about growing plants.

## Materials

Audiocassette



Take out the Charlotte Diamond audiocassette *10 Carrot Diamond* and find "The Garden Song."

Ask your student to listen carefully to the song to notice what the singer is doing to help the garden grow. Note how well your student has recalled the details from the song, as you will comment on this recall ability in today's Learning Log.

Play the tape again and invite the student to think of some actions to go with the song. After actions are suggested, do them together as you listen to the song. Encourage your student to join in singing the lyrics as well.

### Enrichment (optional)

“Oats, Peas, Beans, and Barley Grow” is a traditional song that fits well with today’s theme. The chorus to this song was introduced in Module 5 on Day 3. It can be played like a game if other children are available. If you do not know the tune, it can be chanted.

The children make a circle around one child in the middle, who is the farmer. The farmer does the actions to the words. At the third verse, the farmer chooses a partner, who also enters inside the circle. The game can then be repeated with the new child as the farmer.

The lyrics of the song are as follows:

### ===== Oats, Peas, Beans, and Barley Grow =====

Oats, peas, beans, and barley grow,

Oats, peas, beans, and barley grow.

Can you or I or anyone know

How oats, peas, beans, and barley grow?

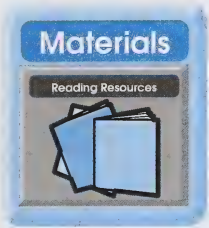




## Language Arts

**Time recommended: 60 minutes**

### Reading



If your student is a confident and independent reader, an **unpracticed** recording of the story “Popcorn,” found in *Under My Hood*, will be made. Allowing the teacher to hear an unpracticed recording will give information about the strategies your student is applying to reading. It can also help the teacher give you valuable ideas on how to improve your student’s reading.

If your student needs support while reading, and is not yet ready to try an unpracticed recording, read the story together.

If your student is ready to read the story without practice, follow these steps:

**Step 1:** Turn on the cassette recorder and tell the teacher that this is an unpracticed reading.

**Step 2:** Ask your student to say his or her name and the title of the book.

**Step 3:** Have your student read the story as independently as possible.

**Step 4:** Ask whether your student found the story easy or hard to read. Which words were the most difficult?

**Step 5:** Turn off the recorder.

### Alternative Activity

If you feel that the child is not yet ready to read the story without practice, read the story together, providing assistance only when necessary. Be sure to give your student ample time to apply reading strategies, such as using phonics skills to sound out words. Your student can then record a practiced reading of this story.

**Note:** Identify on the recording whether the reading is practiced or unpracticed.

## Day 9 • Plants Have Needs, Too!

When you have finished reading, use the following questions to discuss the story:

What season of the year was it when the story first began? (winter)

What was the family doing at the table?

(picking out seeds for the garden)

What kind of seeds did the girl choose? (popcorn seeds)

Why did the family plant the garden in the spring?

(good growing conditions)



Are gardens always planted in the spring?

(It depends on the area where you are living.)

What did the girl plant? (popcorn seeds)

How did the family take care of the garden?

(They planted the garden in an area where it got sunlight and there was good soil, they watered the plants, and they weeded the garden.)

What season comes after spring? (summer)

What happened to the garden during the summer? (The plants continued to grow.)

What would have happened if the family had not taken good care of the garden?

(The plants would have died or would not have grown as well.)

What happened to the garden in the fall?

(The family picked the vegetables.)

What season comes after fall? (winter)

What was the girl doing at the end of the story? (eating popcorn)

What season is it at the end of the story? (winter)

Would you plant a garden in the winter? Why or why not?



In some areas of the world are gardens planted in the winter? Why or why not?

(Discuss with the student that in different parts of the world, gardens are grown at different times of the year because of the weather conditions.)

What did the plants in the garden need to grow?

(air, good soil, water, sunshine, and care)

What do you need to grow?

(air, food, shelter, water, and love)



What do you call a person who can wait and wait for something, even though it takes a long time? (patient)

Were you patient while you were waiting for your bean seed to grow?

### Journal Writing

Ask your student to think about what the seeds needed in order to grow. Discuss how you and your student have cared for the emerging plant. Explain that **needs** are the things that a living thing must have in order to live.

Use the following statement and questions to help compare human needs and plant needs:



## Day 9 • Plants Have Needs, Too!

In Module 5, Day 6 you learned about the needs of people.

Can you remember what you need to grow and be healthy? (air, water, food, clothing, shelter, love)

Do you have the same needs as plants?

If your student has not finished making the movie from Project Time on Day 8, this time could be used to work on it, rather than doing a journal page today.

If the movie project from Day 8 is complete, your student can take out a lined sheet of paper and comment on the needs of plants or the needs of children.

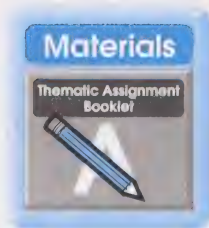


When completed, label the back of the page with the student's full name and M7D9 and place it in the Student Folder.

The next activity will give your student practice with picking out important story elements, such as characters, setting, and events.

Reread the story "Popcorn" or another short story.

Begin by discussing the story title and how it related to the story. Next, ask who the characters or people in the story are. Then ask where the story happened (setting). Last, discuss the sequence of events.



Open Thematic Assignment Booklet 7A and turn to Day 9: Story Study. Discuss each of the boxes and any unfamiliar terms. If necessary, review that **characters** are the important people, animals, or even things that act like people, in a story. Discuss also that the word **setting** means where a story takes place.

If your student has difficulty remembering any of the details needed for the Story Study, go back to the story and reread the appropriate parts.

**Is it time for lunch now?**

**When you have lunch,  
what needs are you  
supplying for your body?**



## **Silent Reading**

**Time recommended: 5–10 minutes**



It is important that your student sees many different people reading for pleasure. If possible, ask other family members or visitors to join you when you do Silent Reading.

### Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 7, Day 9.

### Project Time

**Time recommended: 50 minutes**

During Project Time today, your student will do a variety of experiments that will show what happens when some of the needs of plants are not met. As indicated on the Experiment Checklist, these experiments will be started today and the results will be recorded on Day 14.

Look at the bean plants from Day 2 of this module. Discuss with the child what things had to be done to ensure the bean seeds grew to be healthy plants.

### Experiment 1: Do Plants Need Water?

#### Materials

- two bean plants from Day 2 of this module
- masking tape

#### Procedure

**Step 1:** Place a piece of masking tape or label on each plant container. Label one plant **water** and the other plant **no water**.

**Step 2:** Set the plant that will not receive any water in a spot where it will receive light but will not get watered by accident during the next few days.





### Experiment 2: Do Plants Need Air?

#### Materials

- plant labelled **water** from Experiment 1
- one more bean plant from Day 2
- petroleum jelly
- masking tape

#### Procedure

**Step 1:** Add a second label **air** to the plant that is receiving water from Experiment 1.

**Step 2:** Label the other plant **no air**. Spread petroleum jelly on the underside (this is where the breathing holes are) of the leaves of the plant labelled **no air**. This will clog the air holes and not allow the plant to breathe.

Be sure this plant receives water and light like the other plant so that the comparison is based only on lack of air.

**Step 4:** Set both plants in the growing area and continue to water them as required.

### Experiment 3: Do Plants Need Light?

#### Materials

- bean plant marked **water** and **air** from Experiment 2
- one more bean plant from Day 2
- aluminum foil
- masking tape



## Day 9 • Plants Have Needs, Too!

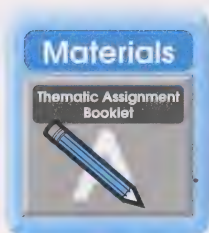
### Procedure

**Step 1:** Add a third label **light** to the plant from Experiment 1. The plant is now labelled **water, air, and light**.

**Step 2:** Label the other plant **no light**. Use aluminum foil to cover the leaves of the plant labelled **no light**. Or, you may place this plant in a space where it will receive no light.

Be sure this plant receives water and air like the other plant so that the comparison is based only on lack of light.

**Step 3:** Place the two plants back in the growing area and remember to water them equally when required.



Open Thematic Assignment Booklet 7A and turn to Day 9: Plant Needs. Have your student make a prediction of what will happen to the plants that are being deprived of the various needs and predict what will happen to the plant that is being looked after properly.

Your student should also measure each plant and record the height on a chart. Post this chart in the learning area to be used again on Day 14. The chart could look like the following one.

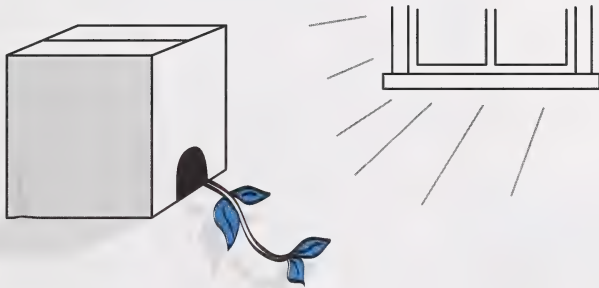
Plant	Height on Day 4	Height on Day 14
water, air, light		
air, light, no water		
water, light, no air		
water, air, no light		

**Enrichment (optional)**

If you have extra bean plants, your student could try the following experiments as well.

You will need another plant and a large cardboard carton, such as an ice-cream carton or box, for this activity. Cut a hole in the side of the carton, as shown in the diagram. Place the carton over the top of the plant and place it in a sunny window with the hole facing the light.

Your student will discover that the plant will grow through the hole toward the light.



You may wish to access the following website. It contains experiments similar to the ones your student has begun today:

Utah Education Network: First Grade Core Curriculum

<http://www.uen.org/Lessonplan/LPview?grade=1>

**Sharing Time**

**Time recommended: flexible**

The songs from Music and Movement could be sung for the family or the student could explain the experiments that were started today. Family members could also make predictions about the experiments.





### Let's Look Back

**Time recommended: 10 minutes**

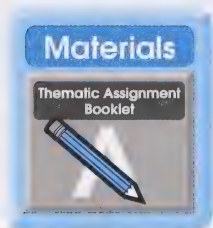
You may want to ask the following questions in order to find out about your student's preferences:

What did you enjoy most about today's activities?

Did you enjoy the story today? Why?

Do you find it frustrating when people don't listen to what you have to say?

Tell me what you find easiest or hardest about following directions.



Complete Day 9: Learning Log from Thematic Assignment Booklet 7A. Remember to include your student's thoughts about what is most difficult when following directions. Use the Student Folder Items Checklist to be sure you have included all the assignments. Check that all items are clearly labelled.



## Story Time

**Time recommended: flexible**

Your student may be interested in listening to some short novels—or chapter books, as children usually call them. Many children like to hear a chapter read every day during Story Time. Children may find it fun to predict what will happen in the chapter, based on the chapter's title or illustrations in the book.



**Congratulations!**  
**You have finished the first half of**  
**Under the Magnifying Glass.**

**What discoveries have you made?**

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